

INDIANA  
**State Normal School**

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SEPTEMBER, 1921

CATALOGUE  
AND  
ANNOUNCEMENTS  
1921---1922

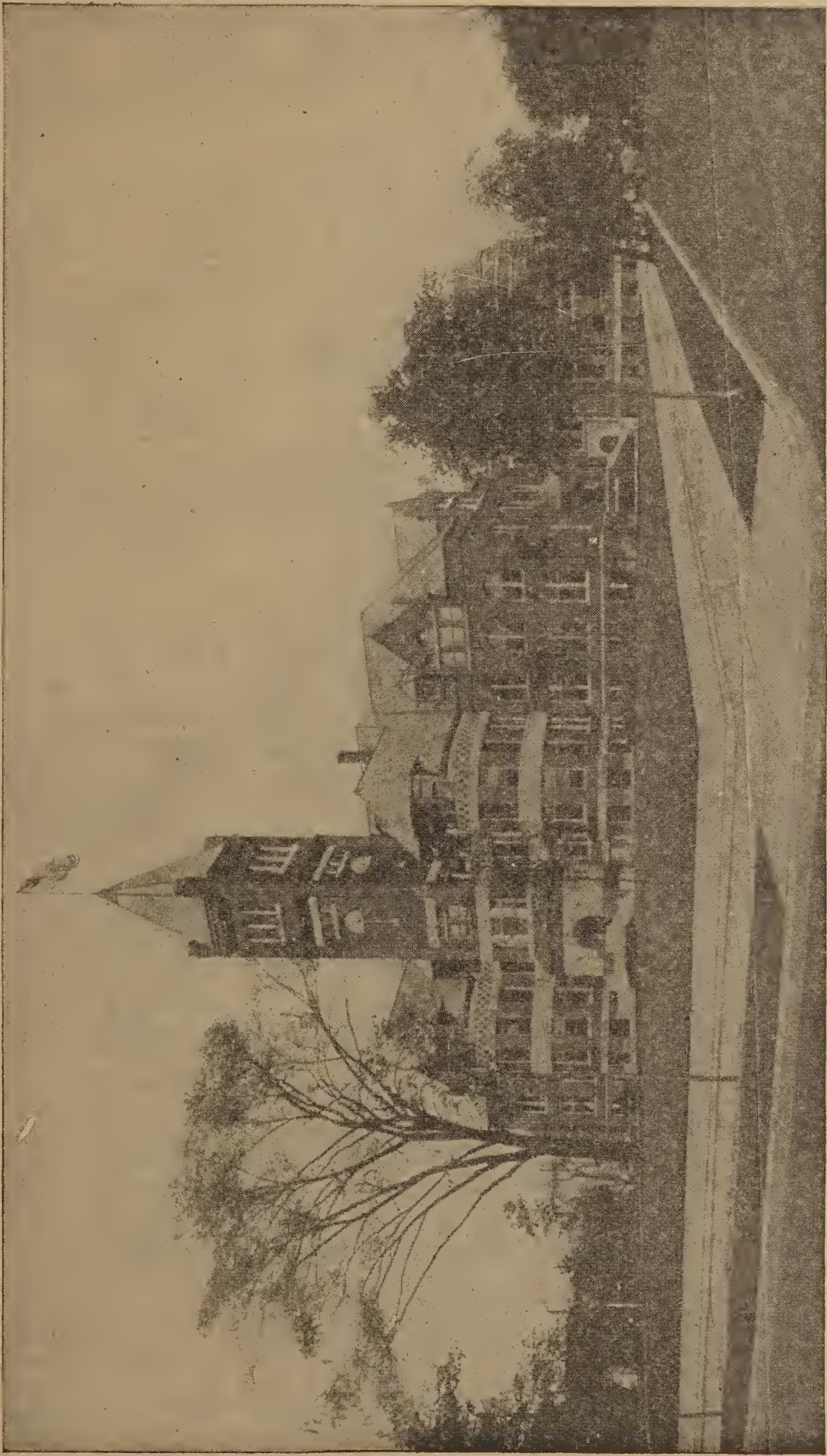
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INDIANA STATE NORMAL SCHOOL  
TERRE HAUTE, INDIANA

EASTERN DIVISION  
MUNCIE, INDIANA







INDIANA STATE NORMAL SCHOOL  
MAIN BUILDING  
TERRE HAUTE, INDIANA





# CALENDAR

## 1921-1922

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### FALL QUARTER.

Registration, Monday, October 3, 1921.

Class work begins Tuesday, 8:00 A. M., October 4.

(School will be closed on Thanksgiving Day and the Friday immediately following.)

Quarter ends Friday, December 23.

### WINTER QUARTER.

Registration, Monday, January 2, 1922.

Class work begins Tuesday, 8:00 A. M., January 3.

(School will be closed February 22, Washington's Birthday.)

Quarter ends Friday, March 24, 1922.

### SPRING QUARTER.

Registration, Monday, March 27, 1922.

Class work begins Tuesday, 8:00 A. M., March 28.

School will be closed on May 30, Memorial Day.)

Annual Commencement, Friday, 9:30 A. M., June 16.

### SUMMER QUARTER.

Registration, Monday, June 19, 1922.

Class work begins Wednesday, 7:00 A. M., June 21.

(School will be closed on July 4.)

Quarter ends Friday, September 1, 1922.



# BOARD OF TRUSTEES

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## OFFICERS

SANFORD M. KELTNER.....	President
WM. C. BALL.....	Secretary
JOHN T. BEASLEY.....	Treasurer

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## MEMBERS

SANFORD M. KELTNER.....	Anderson
Term expires 1922	
FRANK C. BALL.....	Muncie
Term expires 1922	
WILLIAM C. BALL.....	Terre Haute
Term expires 1924	
BENJAMIN J. BURRIS.....	Indianapolis
Term expires 1922	
CHARLES E. COFFIN.....	Indianapolis
Term expires 1924	





# STANDING COMMITTEES

Terre Haute

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REGISTRATION COMMITTEE FOR THE ENROLLMENT OF NEW AND RETURNING STUDENTS ON THE BACHELOR OF ARTS COLLEGE COURSE—Professors Bogardus, Rettger, Higgins, Schockel.

REGISTRATION COMMITTEE FOR THE ENROLLMENT OF NEW STUDENTS ON THE COURSE FOR TEACHERS OF CLASS A, TEACHERS OF CLASS B, THIRTY-SIX WEEKS' ELEMENTARY CERTIFICATE COURSE, ALL TWO YEAR STATE CERTIFICATE COURSES FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY GRADES—Professors Wellborn, Turman, Miller, Snitz, and Mackell.

REGISTRATION COMMITTEE FOR THE ENROLLMENT OF ALL RETURNING STUDENTS ON THE COURSE FOR TEACHERS OF CLASS A, TEACHERS OF CLASS B, THIRTY-SIX WEEKS' ELEMENTARY CERTIFICATE COURSE, ALL TWO YEAR STATE CERTIFICATE COURSES FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY GRADES, AND FOR ALL STUDENTS OF THE GENERAL BACHELOR OF SCIENCE COURSE, EXCEPT VOCATIONAL AND COMMERCE STUDENTS—Professors Wann, Weng, Irons and Sanger.

REGISTRATION COMMITTEE FOR THE ENROLLMENT OF STUDENTS ON TWO YEAR VOCATIONAL COURSES AND ON ALL FOUR YEAR BACHELOR OF SCIENCE VOCATIONAL COURSES—Professors Laubach, Rhyan and Donaghy.

REGISTRATION COMMITTEE FOR THE ENROLLMENT OF STUDENTS ON THE FOUR YEAR BACHELOR OF SCIENCE COMMERCE COURSE—Professors Young and McPhail.

COMMITTEE ON GRADUATION—Professors Rettger, Curry and Bogardus.

STUDENT WELFARE—(Women) Professor Rose M. Cox and Dean Burford.

STUDENT WELFARE—(Men) Professor Acher and Dean Weng.

SOCIAL AFFAIRS—Professor Kelso, Deans Burford and Weng, and Professors Moran and Rhyan.

APPOINTMENT—President Hines, *ex-officio*, and Professors Stalker, Rettger, Wisely, Kelso, Laubach, and Wellborn.

COMMITTEE ON PUBLICATION AND PRINTING—Professors Rettger, Wisely and Wellborn.

LIBRARY—Professors Cunningham, Curry and Mutterer.

COMMENCEMENT—Professors Gillum, Higgins, and Tilson.

SPECIAL AND IRREGULAR STUDENTS—Professors Bruce, Rose M. Cox, and Bacon.

DISCIPLINE—President Hines, *ex officio*, and Professors Wisely, Gillum, Acher, and Deans Burford and Weng.

CONDITIONED ENGLISH—Professors Bacon, Wisely and Curry.

LECTURE COURSE—Professors Stalker, Curry and Bogardus.

ATHLETICS—Professors Gillum, Bayh and Luehring.

ADVISORY COMMITTEE Y. W. AND Y. M. C. A.—Professor McBeth and Dean Burford.

STUDENT RECORDS—Professors Stalker, Moran and Higgins.

AUDITING—Professors Cunningham, Kelso and Young.

# FACULTY

Terre Haute

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WILLIAM WOOD PARSONS, President Emeritus,	1444 S. Center St.
LINNAEUS N. HINES, President,	
ROBERT GREENE GILLUM, Professor of Physics,	63 Gilbert Ave.
LOUIS JOHN RETTGER, Professor of Physiology,	31 Gilbert Ave.
ARTHUR CUNNINGHAM, Librarian and Professor of Library Science,	529 S. Center St.
CHARLES MADISON CURRY, Professor of Literature,	1004 Sixth Ave.
FRANCIS MARION STALKER, Professor of History of Education,	914 S. Fifth St.
MARY ELINOR MORAN, Associate Professor of Literature,	1466 S. Eighth St.
WILLIAM THOMAS TURMAN, Professor of Penmanship and Drawing,	1629 S. Fifth St.
JOHN BENJAMIN WISELY, Professor of English,	1347 N. Tenth St.
OSCAR LYNN KELSO, Professor of Mathematics,	700 S. Fifth St.
WILLIAM ALLEN MCBETH, Associate Professor of Geography and Geology,	1905 N. Eighth St.
FRANK RAWDEN HIGGINS, Associate Professor of Mathematics,	1719 N. Ninth St.
ROSE MARIAN COX, Professor of Spanish,	49 S. Thirteenth St.
FREDERICK GILBERT MUTTERER, Associate Professor of Latin,	1303 S. Center St.
FREDERICK HENRY WENG, Professor of Latin and Dean of Men,	816 Third Ave.
FRANK SMITH BOGARDUS, Professor of History and Economics,	2312 N. Tenth St.
EDWIN MORRIS BRUCE, Professor Chemistry,	2401 N. Ninth St.
MERIT LEES LAUBACH, Professor of Industrial Arts,	2423 S. Seventh St.
CHARLES BALDWIN MACON, Professor of Public Speaking and Reading,	Edgewood Grove.
CHARLOTTE SCHWEITZER BURFORD, Dean of Women,	1508 S. Eighth St.
IVAH RHYAN, Professor of Domestic Economy,	2206 N. Eleventh Et.
VICTOR C. MILLER, Assistant Professor of English,	60 Gilbert Ave.
CHARLES ROLL, Assistant Professor of History,	2614 N. Eighth St.
BERNARD SCHOCKEL, Professor of Geography and Geology,	1022 S. Center St.
ARTHUR H. LUEHRING, Assistant Professor of Industrial Arts,	2215 S. Eighth St.
LOWELL MASON TILSON, Professor of Music,	673 Swan St.
MINNIE L. IRONS, Assistant Professor of Domestic Economy,	722 S. Sixth St.



- ERNEST L. WELBORN, Professor of Principles of Education,  
1405 S. Eighth St.
- RUDOLPH ACHER, Professor of Educational Psychology, 2301 College Ave.
- BIRCH BAYH, Assistant Professor of History, 731 S. Seventh St.
- HARRY VINCENT WANN, Professor of French, 1612 S. Fourth St.
- SHEPHERD YOUNG, Professor of Commerce, 220 Gilbert Ave.
- GENEVA NUGENT, Assistant Professor Domestic Economy,  
Student Building
- ETHEL LEE PARKER, Assistant Professor Domestic Economy,  
Student Building
- FRED DONAGHY, Professor of Zoology, Botany and Agriculture,  
418 N. Center St.
- LILLIAN SANGER, Physical Director (Women), 1620 S. Fifth St.
- ANDREW H. MACPHAIL, Assistant Professor of Educational Psychology,  
538 S. Fourth St.
- DONA GAYLOR, Assistant Professor of Physiology, 212 N. Sixth St.
- ELIZABETH M. CRAWFORD, Assistant Professor of Literature,  
1532 S. Center St.
- DENMAN KELLEY, Special Teacher of Vocational Subjects,
- RUTH TOBY, Assistant Librarian and Professor of Library Science,
- SARA KING HAWER, Assistant Professor of English, 1638 S. Fifth St.
- JAMES J. MACKELL, Assistant Professor of Physics, 919 S. Fifth St.
- N. H. BRYANT, Assistant Professor of Music.
- ALVIN CLARENCE PAYNE, Director of Training School, and Professor of  
Supervised Teaching.
- JANE PARKER, Matron Student Building, Student Building
- HOWARD W. BYRN, Principal and Teacher of Latin, Physical Education  
(Boys) Training School, 673 Sixth Ave.
- HELEN EHRENHARDT, Teacher of History, Training School,  
1300 S. Eighth St.
- PANSY MODESITT, General Teacher, Training School, 2104 N. Eleventh St.
- HARRIETT JOSLIN, Teacher of Domestic Economy, Training School,  
458 N. Sixth St.
- SYLVAN YAGER, Teacher of Manual Training, Training School,  
511 N. Fifth St.
- MARY C. TROUTMAN, Teacher of Music and Drawing, Training School,  
1616½ S. Fifth St.
- RUTH A. BROWN, Teacher of French, Training School, 653½ Chestnut St.
- KATHRYN KENNEDY, Teacher of Mathematics, Training School,  
618 S. Center St.
- MAY ABBOTT PHILLIPS, Grades Five and Six, Training School,  
826 Collett Ave.
- FAIRIE PHILLIPS, Teacher of Science, Training School,
- FAY GRIFFITH, Grades Three and Four, Training School, 530 N. Seventh St.
- JOY MUCHMORE, Grades One and Two, Training School, 1204 N. Fourth St.
- ANNE CLARE KEATING, Assistant Librarian, 2001 S. Seventh St.
- EDNA BROWN, Assistant Librarian, 653½ Chestnut St.
- E. RUTH JONES, Assistant Librarian, 411 Osborn St.
- LUCILE VIEHLE, Assistant Librarian, 1339 Sycamore St.

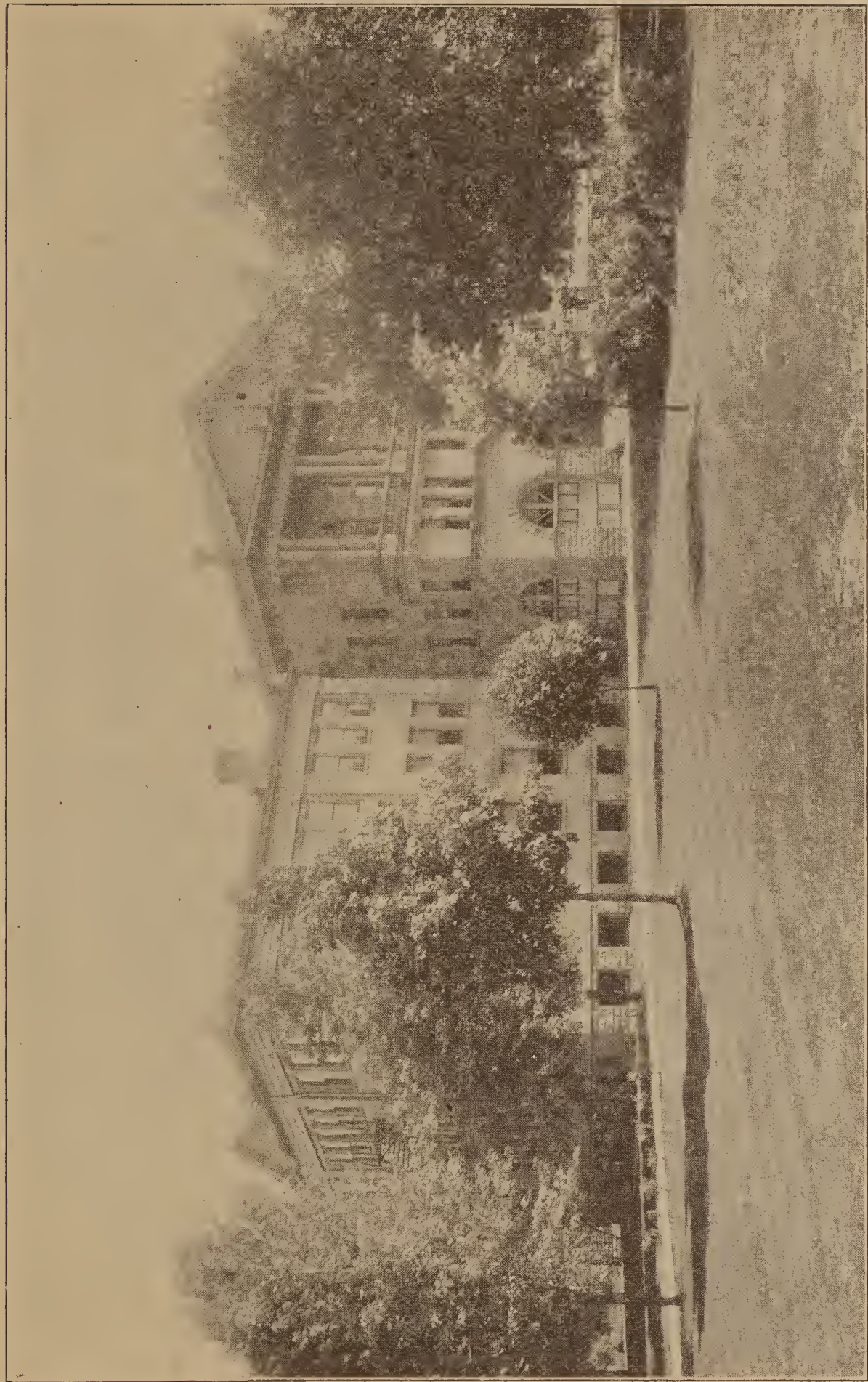
## OFFICE FORCE.

CYRIL C. CONNELLY, Bookkeeper and Registrar, 128 S. Eighth St.  
EMMA AGNES SMITH, Secretary to the President, 634 Oak St.  
LAURA J. BARKER, Assistant Bookkeeper and Registrar, 446 N. Fifth St.  
JOSABEL FERGUSON, Assistant Bookkeeper and Registrar,  
640 Barbour Ave.  
CARL MUEHLER, Superintendent of Buildings and Grounds.

## ASSISTANTS.

JOHN M. MORRIS, Laboratory Assistant, Physics.  
EDWIN BOOTS, Laboratory Assistant, Physiology.  
FAIRIE PHILLIPS, Laboratory Assistant, Chemistry.  
JOE MCKINNEY, Laboratory Assistant, Chemistry.  
SILVIN WEAVER, Laboratory Assistant, Industrial Arts.  
CLAY HUFF, Laboratory Assistant in Zoology, Botany, and Agriculture.  
SHERL J. WINTER, Laboratory Assistant in Zoology, Botany and Agriculture.  
WILL T. CHAMBERS, Laboratory Assistant, Geography and Geology.  
MRS. MARGARET MCPHAIL, Laboratory Assistant in Psychology.  
GLENN CLODFELTER, Assistant in Physical Education (Men).  
DOROTHY GLENN, Assistant in Physical Education (Women).





INDIANA STATE NORMAL SCHOOL, EASTERN DIVISION  
MUNCIE, INDIANA





# STANDING COMMITTEES

Muncie

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ADVISORY AND REGISTRATION NEW STUDENTS—Professors Breeze, Debs, Rhoads, Gantz, and McVicker.

ADVISORY AND REGISTRATION OLD STUDENTS—Professors Sink, Humphreys, Christy and Studebaker.

ADVANCED STANDING AND SPECIAL AND IRREGULAR STUDENTS—Professors Christy, Rhoads, Breitwieser, and Howick.

DISCIPLINE—President Hines, *ex officio*, and Professors Clippinger, Breitwieser, Sink, and Baker.

STUDENT WELFARE—(Men) Professors Breitwieser, Graham, and Christy.

STUDENT WELFARE—(Women) Professors Baker, Pavey, and Debs.

GRADUATION AND COMMENCEMENT—Professors Baxter, Moore, and Breeze.

ATHLETICS—Professors Sink, Baker, and Graham.

STUDENT EMPLOYMENT—Professors Studebaker, Breitwieser and Christy.

LECTURE COURSE—Professors Clippinger, Humphreys, and Weyl.

ADVISORY Y. M. AND Y. W. C. A.—Professors Moore and Baker.

RECOMMENDATIONS FOR POSITIONS—President Hines *ex officio*, and Professors Baxter, Moore, and Breitwieser.

PUBLICATION AND PRINTING—Professors Clippinger, Studebaker, and Tichenor.

LIBRARY—Professors Tichenor, Weyl, and Moore.

AUDITING—Professors Studebaker, Gantz, and Rhoads.

STUDENT RECORDS—Professors Breeze and Gantz.

SOCIAL AFFAIRS—Professors Graham, Humphreys, and Baker.

STUDENT HEALTH—Professors Gantz, Graham, Baker, and Pavey.

# FACULTY

Muncie

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WILLIAM WOOD PARSONS, President Emeritus, Terre Haute, Indiana

LINNAEUS N. HINES, President, Terre Haute, Indiana

THOMAS J. BREITWIESER, Dean and Professor of Psychology and History  
of Education, 217 N. College

BENJAMIN FRANKLIN MOORE, Professor of Observation, Methods and  
Practice, 319 W. Adams St.

ERLE ELSWORTH CLIPPINGER, Professor of English, 719 W. Charies St.

FREDERICK JOHN BREEZE, Professor of Geography and Geology,  
205 Wheeling Ave.

ORVILLE ERNEST SINK, Professor of Industrial Arts, 315 N. Calvert Ave.

VILETTA ELLEN BAKER, Professor of Latin, 501 N. Calvert Ave.

JAMES HARVEY BAXTER, Professor of Mathematics, 2003 University Ave.

OTTO B. CHRISTY, Professor of Botany and Agriculture, 518 W. North St.

JOHN WESLEY RHOADS, Professor of Drawing and Writing,  
109 S. Talley Ave.

MARK EARL STUDEBAKER, Professor of Commerce, 825 W. North St.

MARY CHRISTINE PAVEY, Assistant Professor of English,  
404 N. McKinley Ave.

RICHARD ALONZO GANTZ, Professor of Physiology and Zoology,  
411 N. Talley Ave.

BESSIE MARIE McVICKER, Professor of Spanish, 108 Plaza Apts.

VERNE ESTELLA HUMPHREYS, Professor of Music, 1312 E. Main St.

MINNIE WEYL, Professor of History.

FRANK V. GRAHAM, Professor of Physics and Chemistry,  
915 N. Jackson St.

MARGUERITE T. DEBS, Professor of Home Economics, Forest Hall

BARCUS TICHENOR, Librarian, Forest Hall

ERNESTINE A. E. PORCHER, Professor of French, 401 W. North St.

HARRY H. HOWICK, Assistant Professor of Mathematics and Physics and  
Chemistry, 2003 University Ave.

LOUISE KUHN, Assistant Librarian, Forest Hall

JENNIE A. KING, Grades Seven and Eight, Training School,  
Celia and Gilbert Sts.

INEZ THOMPSON, Grades Five and Six, Training School,  
2125 W. Main St.

GRACE D. LOWE, Grades Three and Four, Training School,  
316 W. Washington St.

FLORENCE L. HALL, Grades One and Two, Training School,  
703 Beechwood Ave.

GARNET TRULLENDER, Registrar, 209 Wheeling Ave.

CHARLINE DAVIS, Assistant Registrar, 316 W. Howard St.

CARL MUEHLER, Superintendent of Buildings and Grounds.



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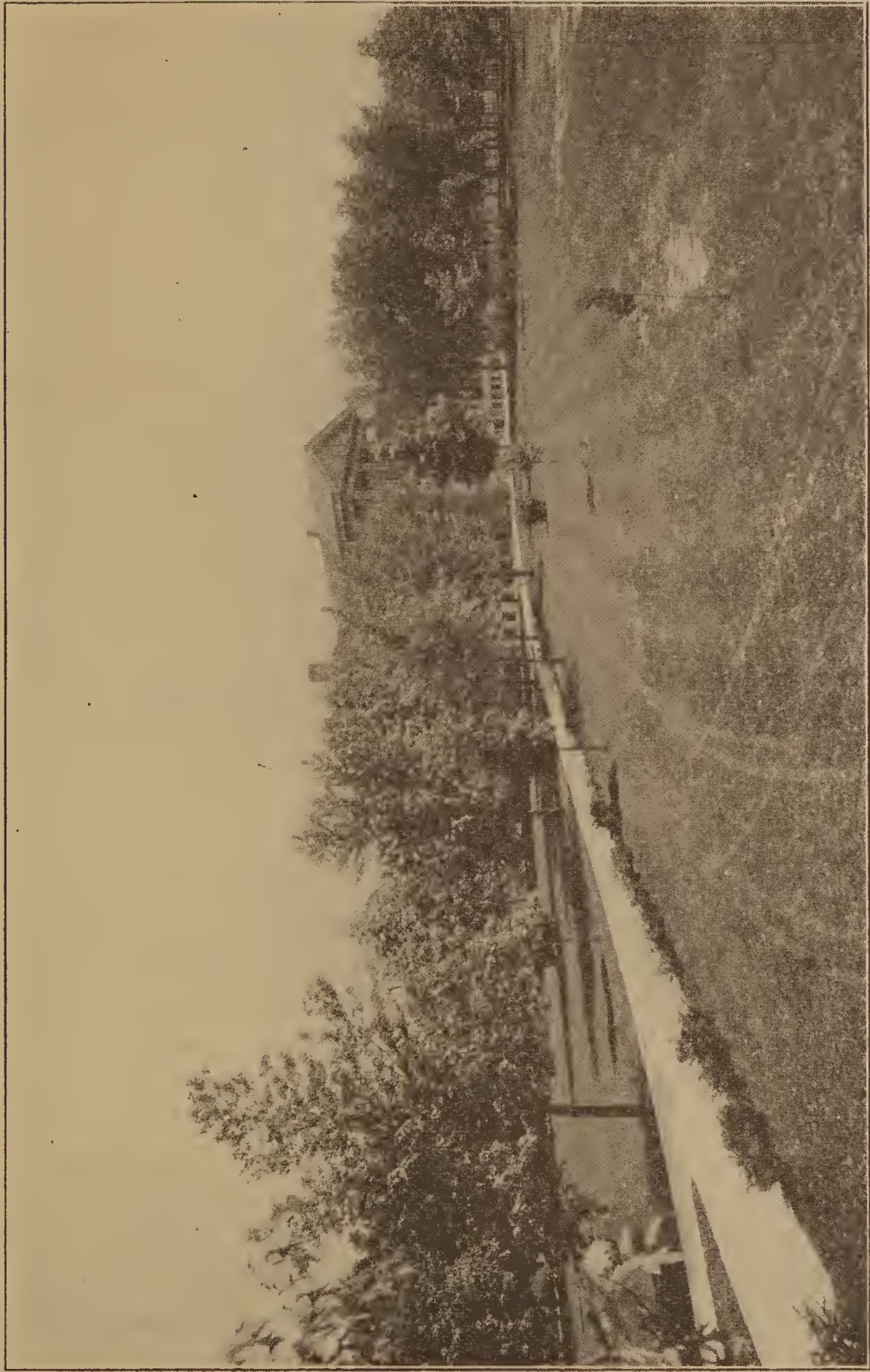
LABORATORY ASSISTANTS

ALICE BEEBE, Psychology and History of Education.  
DORTHA EDITH WILLIAMS, Chemistry and Physics.  
BRUCE STOUT, Manual Training.  
FLORENCE O. HECK, Physiology and Zoology.  
ARTHUR CAMPBELL, Geography and Geology.  
ARLA L. SMALL, Library.

## INSTRUCTORS, SUMMER 1921

CHARLES REDICK, English.  
W. F. NEEL, Education.  
MARGARET HARDIE, English.  
LYDIA GRABBE, Latin.  
ROGER THOMPSON, Psychology.  
ALICE BEEBE, Psychology.  
CHARLES DEICH, Education.  
SUSAN B. NAY, Botany.  
MAYME SHERIDAN, English.  
WALTER SHRINER, Mathematics.  
MARK SCHINNERER, Physical Education.  
ROY KEEVER, Physiology.  
HALLIE FARMER, History.  
RUTH CREAGER, Music.  
L. A. JOHNSON, Commerce.  
C. H. DALTON, Industrial Arts.





CAMPUS, EASTERN DIVISION  
MUNCIE, INDIANA





# INDIANA STATE NORMAL SCHOOL

Terre Haute

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**HISTORICAL.**—The Indiana State Normal School was created by an act of the General Assembly approved December 20, 1865. This act defined the object of the school to be the preparation of teachers for teaching in the common schools of Indiana. This act provided that the institution should be located at the town or city of the state that should obligate itself to give the largest amount in cash or buildings and grounds to secure the school. The city of Terre Haute offered to give a tract of land near the heart of the city and \$50,000 in cash, and agreed further to maintain forever one-half the necessary expense of keeping the buildings and grounds in repair. This liberal offer was accepted and the school was located here.

The Normal School opened its doors for the instruction of students on January 6, 1870, with twenty-three students present on the opening day. From this meager enrollment, the school has grown steadily. During the year 1920-1921, 1,720 different students were enrolled. Since the school was organized, 63,000 different students have been in attendance and 3,400 have graduated.

**EQUIPMENT.**—On the forenoon of April 9, 1888, the original building and its contents were almost totally destroyed by fire, and the library, the furniture, and the apparatus—the accumulation of eighteen years—were consumed. Terre Haute provided temporary quarters for the school, and promptly gave \$50,000 in cash with which to begin the work of rebuilding. The General Assembly appropriated \$100,000 for the completion of the building, now known as Main Hall. With the growth of the school new buildings have been added from time to time. A large modern training school was built on Mulberry Street. This school maintains all the eight grades and a four years commissioned high school, and has every advantage for carrying on the work of practice teaching. A few years later, what is now known as North Hall was constructed, which contained for a number of years the rapidly growing library and some of the science departments. In 1910 the school dedicated its magnificent new library on Eagle Street, which is to be the permanent home of the

library now numbering over 90,000 volumes. With the growing importance of the vocational work in the schools, a large modern building was erected, thoroughly equipped throughout to carry forward the work in the Industrial Arts. In 1917 the new science hall was completed, now containing the departments of Botany, Zoology, Agriculture, Physics, and Chemistry. In addition to these seven large buildings constructed directly for educational work, the school has remodeled a large, commodious residence on Eagle Street serving as a student building, the headquarters for all social affairs of the school. Two other small residences near the school have been refitted for a students' cafeteria, in which good, nourishing food is furnished the students at actual cost. From the single original building the school has therefore grown until it now uses nine buildings to carry on its work. In addition to these buildings the school has the full use of a rural school about four miles east of the city for practice work in the training of teachers for rural schools.

**FACULTY.**—The faculty, numbering over sixty regular members, is chosen for the express purpose of training teachers for the public schools and directs its entire energy upon this one thing alone. Twenty-three different departments offer every phase of work required in the public schools, including grade and high school subjects, professional courses, Industrial Arts, Domestic Economy, Agriculture and Commerce. Well equipped gymnasiums for men and women and convenient athletic grounds, furnish ample opportunity for training in every phase of physical culture.

**THE LIBRARY.**—The students of the school have full and free access to a library of more than 90,000 volumes, thoroughly classified, catalogued and housed in one of the most beautiful and convenient buildings in the state of Indiana. Several thousand new books are yearly added to the collection, besides hundreds of pamphlets, and the school also subscribes to some 350 current periodicals. The new students at the beginning of each term are instructed in the use of the books. As a further introduction to their use, a special "Library Circular" is provided, copies of which may be had upon request at the charging counter.

The Library is open from 7:30 a.m. till 5:00 p.m. on school days, except during the noon hour, and on Saturday mornings from 9:00 till 12:00 o'clock.

**TRAINING SCHOOLS.**—The State Normal School maintains a complete system of training schools, including the eight grades





THE LIBRARY  
TERRE HAUTE





and high school. All these schools are in charge of skillful, professionally trained teachers.

**THE STUDENT BUILDING.**—This building is situated on the south side of Eagle Street, next to the City Library. Though it was originally built to be a private residence, it has been so remodeled and renovated since the property was purchased by the school that it now serves the purpose of a student welfare building very well. It is the center of the social life of the student body. Here the various organizations of the school may hold their meetings, such as the Y. M. C. A., Y. W. C. A., sections of the Women's League, the literary societies, and the patriotic and religious organizations. It is also a good place to hold the smaller receptions and entertainments. But probably its greatest value to the student body as a whole lies in the fact that the building is kept open from morning till evening every day as a place to study, lounge, or visit with friends. That it may be kept orderly at all times, a competent matron has been engaged by the Board of Trustees to supervise the building during all open hours.

**STUDENTS' CAFETERIA.**—A cafeteria has been installed at 663 Eagle Street, and it is the purpose of the school to have this institution help in furnishing nourishing, well cooked foods to the student body at very reasonable prices. An up-to-date equipment has been installed in this building, which has been thoroughly overhauled and made sanitary in every way. The dining-room will accommodate about 150 students at one time. Three meals are served per day.

**STUDENTS' LOAN FUND.**—The Students' Loan Fund, under the management of the Alumni Association, is maintained for the purpose of aiding members of the senior class. This fund, started by the class of 1908, has been added to by successive classes and now amounts to something over three thousand dollars. Small sums, \$100.00 or less, at a low rate of interest are available to members of the senior class. Students desiring to borrow from the fund should see Professor John B. Wisely, Trustee of the fund.

**THE JAMES MCGREGOR STUDENT ENDOWMENT FUND.**—James McGregor, of Terre Haute, passed away about four years ago, leaving a will which creates the "James McGregor Student Endowment Fund." This fund consists of \$100,000, "the net income, earnings and profits of which are to be used and applied by the Trustee for and upon the tuition, board and support of worthy



young men and women who shall themselves be without sufficient means and who shall desire to acquire such education and training as may be furnished by permanently established non-religious, non-sectarian educational institutions located and maintained in Vigo County, Indiana, wherein and whereat are taught the various branches of learning of a higher grade than those taught in the public common schools."

The proceeds of this fund will be divided equally between Rose Polytechnic Institute and the Indiana State Normal School at Terre Haute. It is estimated that the fund will yield annually about \$2,500 to each of the institutions. It is probable that the State Normal School will establish two or three grades of scholarships for the classes of students named in the will and that these will be available in the very near future. Applicants for these scholarships must be graduates of high schools and must present recommendations from high school principals or superintendents certifying to their graduation, their ability and promise and that they are unable to meet the customary expenses of a college education.

**APPOINTMENT COMMITTEE.**—This Committee recommends to school authorities who are seeking to fill vacancies, properly qualified candidates selected from present or former students. Recommendations are made only upon the request of the authorities concerned. The Committee seeks to serve, without charge to either, the interests of both the students and the schools who may be in need of such aid. Any student now or formerly registered in the Normal School is eligible for enrollment with the Appointment Committee.

**DEAN OF WOMEN.**—To care for the comfort and well-being of the young women, the institution employs a Dean of Women, whose whole time is given to this work. Parents may rest absolutely secure in the knowledge that the Dean keeps in close touch with every young woman in the school and is careful to see that only proper places, under the best conditions, are selected as their homes. A list of desirable rooms and boarding places is kept on file in the office of the Dean, and the young women are expected to confer with the Dean before making definite arrangements as to rooms. Past experience has demonstrated the desirability of requiring the women not to engage rooms where men are rooming. In case of seemingly justifiable exceptions to this rule, the matter should first be acted upon by the Dean before





TRAINING SCHOOL  
TERRE HAUTE





definite arrangements are made. Young women who desire to make arrangements for room and board before coming here can do so by corresponding with the Dean of Women. Indeed, young women will find it greatly to their advantage to make such arrangements before coming. It is best to reach Terre Haute on Saturday before the opening of school on Monday. Assistance will be given, as far as possible, to women desiring to find work to pay part of their expenses. Correspondence relating to life and interests of the women of the school should be addressed to Mrs. Charlotte Schmeitzer Burford, Dean of Women.

DEAN OF MEN.—The school also employs a Dean of Men to care for the interests of the young men of the school. He keeps a list of rooms, which he has inspected and found suitable for our students, and young men who have not been in this school before should not fail to write to him for a list of rooms before coming, as our men students are not allowed to room in houses where there are unmarried women rooming. In case the young men need to earn some money while in school to help pay their expenses, the Dean of Men helps them to procure outside work in restaurants, stores, etc. Address Professor Weng, Dean of Men.

COST OF LIVING.—Board, including fuel and light, may be had in good families at reasonable rates, according to the quality of accommodation. The School Cafeteria furnishes good food at actual cost. The only charges made by the school is a library fee of \$5.00 per quarter and certain laboratory fees. Non-residents of Indiana pay an additional tuition of \$12.00 per quarter.

## EASTERN DIVISION

Muncie, Indiana

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GENERAL NATURE.—The Eastern Division of the Indiana State Normal School, which is located in Muncie, is controlled by the same Board of Trustees and presided over by the same President as the division that is located in Terre Haute. The two divisions constitute the Indiana State Normal School. Requirements for entrance, courses of study offered, certificates and diplomas granted, and degrees conferred are identical in the two divisions.

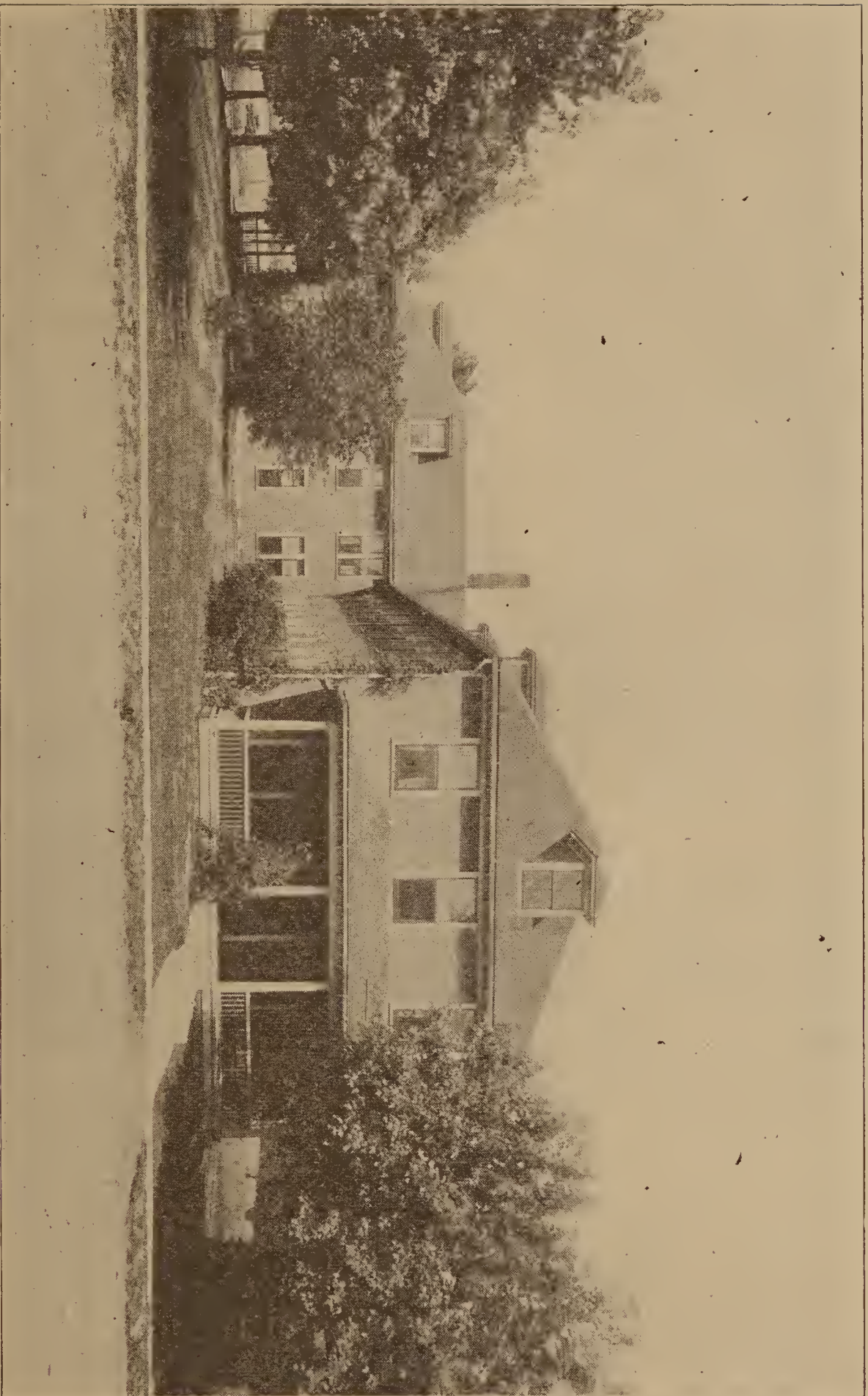
HISTORY.—In the winter of 1918 the Ball Brothers of Muncie, Indiana, offered to donate to the Indiana State Normal School the school property known as the Muncie National Institute, which had recently come into their possession. This property consisted of a very commodious, handsome school building situated in the center of a beautiful ten-acre tract; a commodious dormitory; and a tract of about sixty acres adapted in every way to supply the agricultural, athletic, and other similar needs of a school. After thorough investigation and consideration, the Board of Trustees accepted this generous offer and established in this property a branch or division of the Indiana State Normal School, which is known as the Indiana State Normal School, Eastern Division.

FACULTY.—The faculty consists of about twenty-five members, many of whom were transferred from the school in Terre Haute. This faculty is chosen for the express purpose of training teachers for the public schools, and it directs its entire energy upon this one thing.

DEPARTMENTS.—The departmental organization of the Eastern Division of the School is similar to that of the Terre Haute division. The various departments offer courses of training in all kinds of work required in the public schools, including work for grade teachers, for high school teachers, and for teachers and supervisors of special subjects.

EQUIPMENT.—The school is located about one mile from the business center of Muncie. The main building is a large, handsome brick structure, beautifully situated on a ten-acre wooded





FOREST HALL  
EASTERN DIVISION DORMITORY  
MUNCIE, INDIANA





campus. Most of the apparatus and other laboratory equipment is new and modern, and additions are made to the equipment of laboratories when they are justified by the needs of the school. The library has been reorganized, and several thousand dollars' worth of new, well selected books have been added. Other books will be purchased from term to term. The Department of Agriculture uses for practical demonstration and experiment the large tract of good farming land owned by the school, and the Department of Home Economics uses the excellent cafeteria of the school as a laboratory in which to prepare teachers of institutional management. The new athletic field has been equipped with a one-fifth mile cinder track and a one hundred twenty yard straight-away. The ball field is large and well constructed, and there are numerous tennis courts for the use of all students.

**TRAINING SCHOOLS.**—An eight-grade city school, situated two blocks from the campus, is used as a training school for students in observation and practice teaching. Four of the critic teachers in this school are employed by the State Normal School and are under its direct supervision. The use of the Muncie High School has been tendered by the trustees as a training school for students preparing to do high school work. One critic teacher in this school is employed by the State Normal School and is under its direct supervision. The Normal School will endeavor to provide other opportunities for observation and practice in high school work when there is a demand.

**FOREST HALL.**—A dormitory for women students of the school, known as Forest Hall, is owned and managed by the school. This home for women students is beautifully situated on a tract of ground adjoining the campus. It will accommodate about sixty students. The rooms are arranged in suites of two rooms each and are neat, well ventilated, steam heated, and in every respect sanitary. The students in this dormitory are under the direct supervision of one of the professors, who resides in the building. Women students who wish to engage rooms in Forest Hall should address Dean Thomas J. Breitwieser, Indiana State Normal School, Eastern Division, Muncie, Indiana.

**Rooms.**—Students may secure rooms in splendid homes convenient to the school at very reasonable rates. The Dean of Women and the Dean of Men inspect all rooms offered for rent to students and approve them before they may be engaged; therefore women students should consult the Dean of Women, and

men students should consult the Dean of Men before engaging rooms. It has seemed best to require women students not to engage rooms where men are rooming, and to require men students not to engage rooms where women are rooming. For further information regarding the selection of suitable rooms, address Dean Thomas J. Breitwieser, Indiana State Normal School, Eastern Division, Muncie, Indiana.

**BOARDING.**—A large, well equipped cafeteria is established in Forest Hall to accommodate students and teachers of the school. It is managed by the school for the purpose of giving students, at actual cost, well cooked, nourishing food. The dining-room is large, attractive, and thoroughly sanitary. By providing for the health and comfort of non-resident students, this cafeteria helps greatly in maintaining favorable conditions for good school work. Students who choose to do so may get their meals at reasonable rates in the numerous student boarding houses near the campus.

**SUPERVISION OF STUDENTS.**—The quiet, beautiful, healthful location of the school and the excellent moral and Christian influences that surround the students are conducive to successful school work. The Dean of Women keeps in close touch with each of the women students of the school. She inspects and approves rooms that they may occupy; she visits them when they are ill; advises them when they need counsel, and protects them in all possible ways. The Dean of Men has similar supervision over the men students of the school.

**RECOMMENDATIONS FOR POSITIONS.**—All students now or formerly registered in the Indiana State Normal School who wish to secure positions as teachers are invited to register with the Committee on Recommendations for Positions. This committee endeavors to promote the welfare of the public common and high schools by assisting school authorities to secure suitable teachers to fill vacancies. It furnishes information only when it is requested by school authorities, and it recommends only present or former students of the school. The services of this committee are entirely free and are given cheerfully to school officials and to students and former students of the school. Communications intended for this committee should be addressed to Committee on Recommendations, Indiana State Normal School, Eastern Division, Muncie, Indiana.



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THE NEW SCIENCE BUILDING.—In February, 1921, the General Assembly of Indiana appropriated \$125,000 for the construction of a building for the Eastern Division of the Indiana State Normal School. The Board of Trustees has decided that this shall be a science hall. Plans for a substantial building, 79 feet wide and 181 feet long, have been made, and the work of construction is to begin in the summer of 1921. It is hoped that this building will be ready for use by the beginning of the Summer Quarter of 1922.

# RULES AND REGULATIONS

## Terre Haute and Muncie

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CONDITIONS OF ADMISSION.—*Legal Requirements.* The law of the State requires that in addition to the scholastic requirements of the school, the student shall meet the following legal requirements. These are: Good health, satisfactory evidence of good moral character, and a written pledge that the applicant wishes to enter the school in good faith to teach, if practicable, in the public schools of Indiana.

SCHOLASTIC REQUIREMENTS: Graduation from a commissioned high school is required for admission to all the courses of the school, except only in the case of courses A and B to which graduation from a certified high school admits. The school has no preparatory department, and students who have not completed their high school course should not expect to receive permission to enter the courses in the normal school. Such students should return to their own high school and first receive graduate standing. Exceptions to this rule will be made only in extraordinary cases and for mature persons by special permission of the Faculty, provided such persons can make their commissioned high school equivalency within one year's attendance at the Normal School. Such persons must, however, pass the examinations prescribed by the State Board of Education and have their papers graded by the Department at Indianapolis. The State Department of Public Instruction will then, in case the examinations are satisfactory, issue a certificate of high school equivalency. The credits gained in the Normal School upon which examinations are passed for high school equivalency will be counted as preparatory work, and *not* as teachers' courses.

TUITION AND FEES.—Residents of Indiana pay no tuition fee whatever, but a Library Fee of five dollars (\$5.00) per quarter is collected from every student resident and non-resident. This fee is paid to the registrar who issues a receipt for the same which entitles the student to register for his classes. Of this so-called Library Fee, four dollars goes to the library fund and one dollar goes to the athletic association of the school. In return, the student receives from the athletic association, a membership card,





INDIANA STATE NORMAL SCHOOL  
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TERRE HAUTE







admitting him, without further charge, to all the home games for that quarter.

Non-residents of Indiana pay a tuition fee of twelve dollars per quarter in addition to the Library Fee.

LABORATORY FEES.—Students pursuing courses in the Departments of Physiology, Chemistry, Botany, Zoology, Agriculture, Industrial Arts, and Typewriting, will pay laboratory fees per quarter as follows:

Physiology .....	\$1.00
Chemistry .....	1.00
Botany .....	.50
Zoology .....	.50
Agriculture .....	.50
Industrial Arts.....	3.50
Typewriting .....	1.00

CREDENTIALS.—Each student, when he enters the school for the first time, must present to the Committee on Registration a complete certified record of his high school course. This is filed in the office as a part of the student's record and makes the presentation of the diploma unnecessary. Blanks for this purpose may be obtained from either division of the school by addressing the president or the registrar.

HOW TO CHANGE A CERTIFIED HIGH SCHOOL EQUIVALENCY TO A COMMISSIONED HIGH SCHOOL EQUIVALENCY.—Graduates of certified high schools who wish to enter any of the courses above those for Class A and Class B teachers must first secure standing as graduates of commissioned high schools. This may be done by securing in this school or any accredited institution, a standing as Class B teachers. That is, the graduates of certified schools must do at least two quarters of additional work before securing commissioned high school equivalency.

CREDITS.—Credits for work done on any of the courses offered are expressed in "hours." A credit of one "hour" represents the satisfactory completion of the work of one recitation or lecture period per week for a period of *twelve* weeks. A course having four recitations per week for twelve weeks will therefore count as "four hours." All students are expected to carry sixteen "hours" of work per quarter. Permission to carry fewer or more than sixteen "hours" is given only in exceptional cases. Certain subjects, however, designated as "unprepared" work may be taken

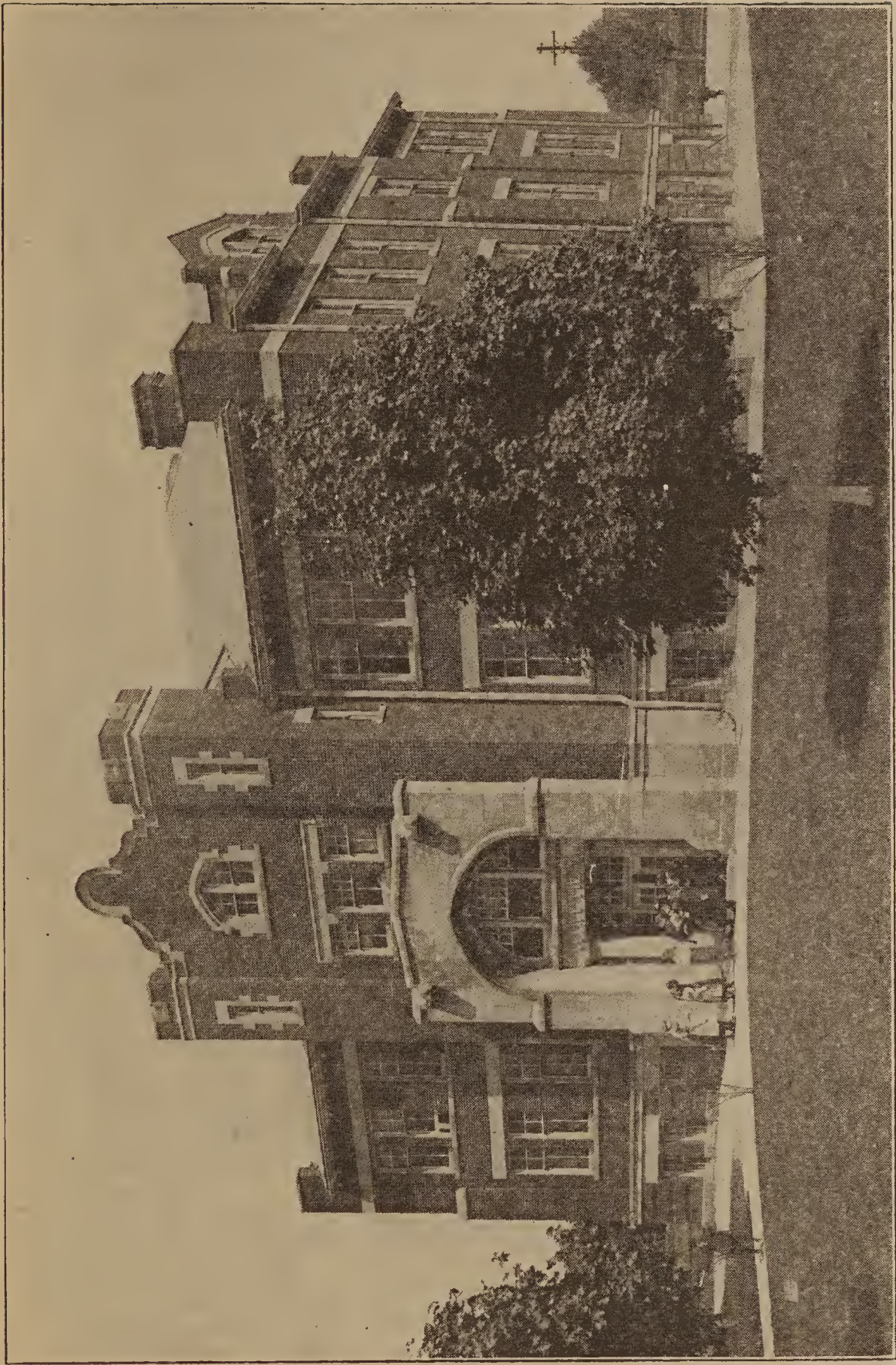
in addition to the regular sixteen "hours." No credits are given for less than six weeks of continuous work, and then only in such courses as are distinctly organized into six weeks courses.

STANDING.—The standing or record of students is indicated by letters: A, from 95 to 100 per cent; B, 85 to 94; C, 75 to 84; and F, failure. The letter, D, is used to indicate unfinished work which may, however, be finished without further class attendance. The letter is used, therefore, to indicate work which may be completed by outside or collateral work. The letter, I, indicates that the term's work is unfinished but that it may not be finished without further actual class attendance. Thus, a student attending for a part of a term only receives the record I. When such student returns to school later and finishes by actual class attendance the work of the term missed, the record is changed to one of the standard term records. The letter, F, indicates that the work is a failure and must be taken over in actual class attendance. Students are reminded here that a failure in any subject must be made up during the student's next succeeding term when the work in question is offered. The letter, W, on a student's record indicates that the student withdrew from the class by permission and that no grade is to be recorded. Students withdrawing from classes, however, without giving formal notice to the instructors of their intentions and reasons to withdraw, will have their records recorded for that term's work as F, and such incomplete courses will become the first obligations in making up the program of such returning students. The letter, W, indicates therefore that the student is not to be held to the completion of the term's work on his return, unless he chooses to re-enter the same courses.

No student, half of whose grades during three quarters are F, is permitted to remain in school. Such a record of failure automatically forces him to withdraw. No student, half or more of whose grades are below B, is permitted to graduate.

ADVANCED STANDING.—The Normal School endeavors to give just credit for all scholarship which the applicant may possess. This is based upon the actual attendance and work done in other accredited institutions. Applicants for advanced standing for work done in such schools must present to the Committee on Advanced Standing an official statement covering the following points: (1) The exact length of time spent in the school, with the dates of entering and leaving. (2) The number of subjects





WHITTIER BUILDING  
TRAINING SCHOOL FOR GRADE TEACHERS  
MUNCIE, INDIANA





studied each term. (3) The exact subject studied. (4) The number of weeks spent on each subject. (5) The length of the recitation period. (6) The record of the grade of work done in each subject. Advanced standing credits in a major subject are given with the understanding that the estimate is subject to revision by the head of the department involved. The Normal School will accept credits for advanced standing from accredited institutions *only*. Under the rules of the State Teachers' Training Board, it is not permitted to accept credit for work done under private instruction or in schools or organizations which have not been formally accredited by the State.

Students may not make advanced standing credits in the Normal School by formal examinations of subjects studied in non-accredited schools. When a student possesses information and training from such courses which show clearly that he is prepared to take up advanced lines of work in the institution, he is permitted to enter such advanced classes, but he may not be credited on the records of this institution for preliminary courses omitted.

**RESIDENCE REQUIREMENTS FOR GRADUATION.**—An actual attendance of three quarters, or thirty-six weeks, is the minimum residence under which a student may graduate from any course. In all four-year courses, the three quarters immediately preceding graduation must, in any case, be done in residence. However, it is not required that this last year be continuous. It may be spent in quarters at different times. In the two year courses, the last quarter must, in any case, be done in residence.

**TIME FOR ENTERING.**—Students should enter courses only on the first day of the term. Late entrance is permissible only when unavoidable by reason of the late closing of a school year or illness and its attendant circumstances. But in no case may a student enter a teacher's course after the eleventh school day of the term. Late entrance will be counted as absence and treated under the rule for absence.

Students entering late up to and including the eleventh day, for reasons other than those just given may enter the school provisionally if they so desire, but no assurance can be given them by the school that they will receive credit for the term's work. Their written statements giving the reasons for their late entrance will be submitted to the State Superintendent of Public Instruction and credit for the term's work will be given only to those students whose excuses have been formally approved by the State Superintendent.

ABSENCE.—Students are expected and required to be present at all their classes throughout the entire quarter. The only excuses recognized by the State Teachers' Training Board are cases of late entrance by reason of the late closing of a school year and illness and its attendant circumstances. Students absent not to exceed *ten* school days within a term for either or both of the reasons just mentioned, who pass all examinations and do satisfactory scholastic work, will receive full credit for the term's work.

When students are absent for reasons other than the late closing of a school year or illness and its attendant circumstances, they are required to make a written statement to the registrar giving the reasons for such absence, and this statement is referred to the State Superintendent of Public Instruction whose decision in the matter is final. If such statement is approved, the student may receive full credit for the term's work. If such statement is, however, not approved, credit for the term's work may not be given. Students will thus note that the responsibility for a clear record of attendance rests entirely with themselves, and that absences not properly approved make it impossible to enter their credits upon the records of the institution.

Absence from single classes, that is, for less than a whole day should be explained to the instructor or instructors whose classes have been missed, and the instructor's decision in the matter is final.

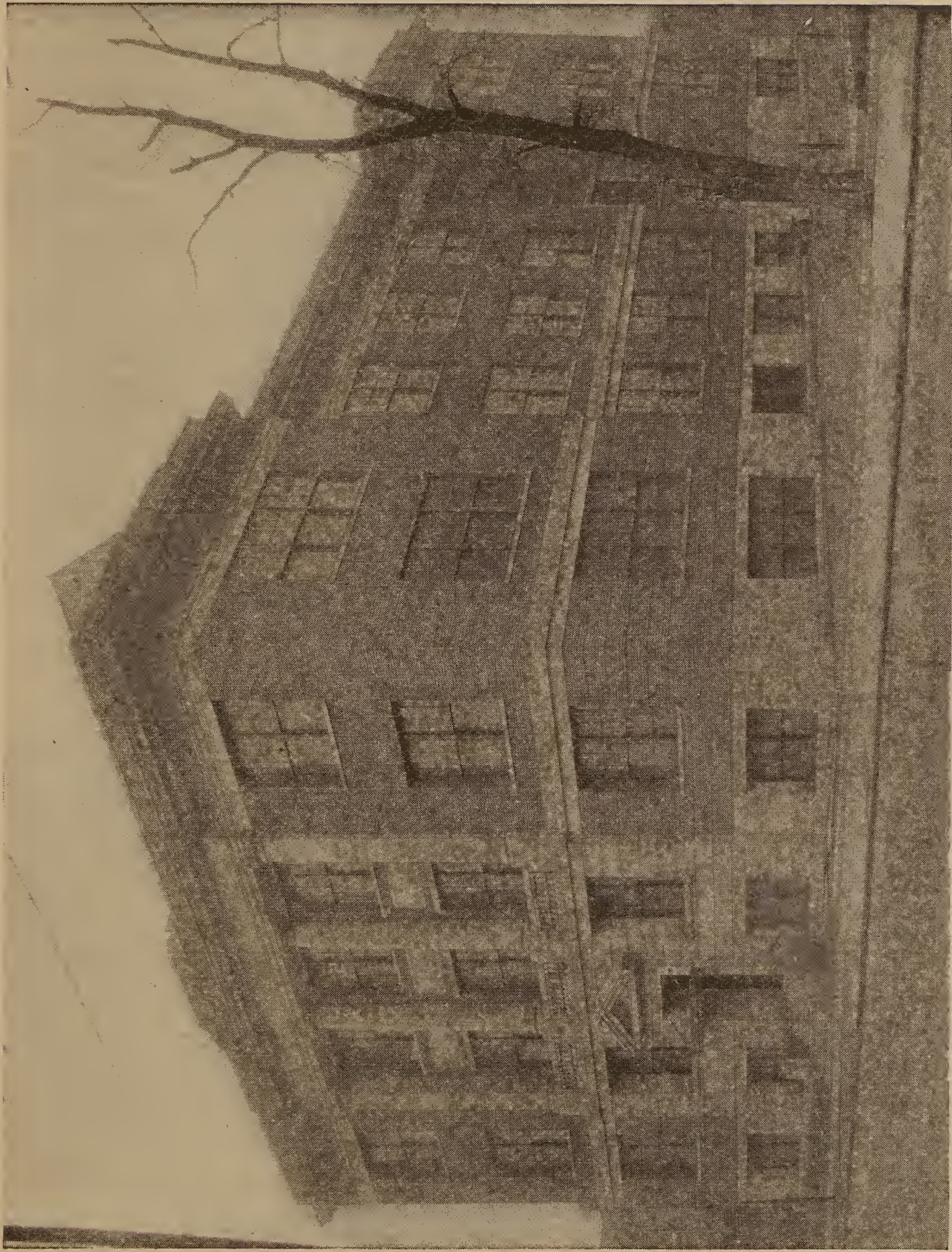
These rules for absence apply to all students who are enrolled upon any of the certificate courses of the institution.

CONTINUOUS ATTENDANCE.—All the work for Class A or the additional work for Class B must be done in the same institution and in continuous attendance for not less than twelve weeks.

In courses above Class B, when the student has done satisfactorily six or more weeks of work, and is then obliged for sufficient reasons to withdraw from school, he may re-enter the school at some subsequent time and complete the unfinished work, provided, however, that the actual course left unfinished is being offered, and provided further that he shall re-enter at the subsequent term one full week earlier than the period at which he withdrew. In other words, a student having, say, four weeks of work left to complete, must enter the subsequent term at least five weeks before its close.

PARTIAL OR FRACTIONAL CREDITS.—Partial or fractional credits may, however, not be given for such uncompleted courses, except





SCIENCE HALL  
TERRE HAUTE





that half credits of two hours each may be given and counted toward graduation for completed six weeks' work in such courses as are distinctly organized into six weeks' credit courses. All other uncompleted courses will be recorded as "Incomplete" and will be given credit only when finally completed as indicated.

No student may enter a teacher's course for the first time at mid-term, unless special mid-term classes are formed.

SEQUENCE OF STUDIES.—Students should elect their courses with due regard to a proper sequence. Students in progress on a two years course may not be admitted to courses open only to advanced or senior students. Advanced students on the last year of the three or four years courses may not be admitted to classes open only to freshmen or sophomores.

CREDIT FOR EXPERIENCE IN TEACHING.—No credit may be given for experience in teaching except that persons having taught successfully forty-five months or more may be relieved from taking the work in Supervised Teaching. Such students must, however, substitute some other professional subject or subjects in lieu of the practice work.

A certified statement from the proper school official showing that the student has taught forty-five months, should be filed with the Committee on Graduation.

All other students will be expected to take the prescribed work in Supervised Teaching, and during the terms when such work is taken, they may not take more than four regular subjects, of which the practice work shall be one.

WORKING FOR EXPENSES.—It is often possible for students to make part of their expenses by doing outside work. The school officials and the Y. M. and Y. W. C. A. will do everything in their power to aid young men and women in finding suitable places to work.

RULES REGARDING THE NUMBER OF SUBJECTS TO BE TAKEN.—All students, both resident and non-resident, working on an average of four hours per day on work other than the regular school work shall be limited to three regular subjects. However the Committee on Irregular Work may at its discretion grant a student permission to carry the regular number of subjects where the student has a record with not less than half A's, or where he has the recommendation of the proper Dean to carry the regular work.

All students working two or three hours per day and as much



as eight hours on Saturday, shall be limited to three regular subjects. There shall be the same exceptions as above.

Should students take up outside work later in the term they thereby become irregular and should at once consult the Committee on Irregular Work if they expect credit for more than three subjects.

All students doing outside work of any kind and whose grades are unusually low may be limited by the committee to that number of subjects to which the students can give the regular or necessary time.

Laboratory assistants in the various departments will not be permitted under any circumstances to carry more than three subjects during any quarter.

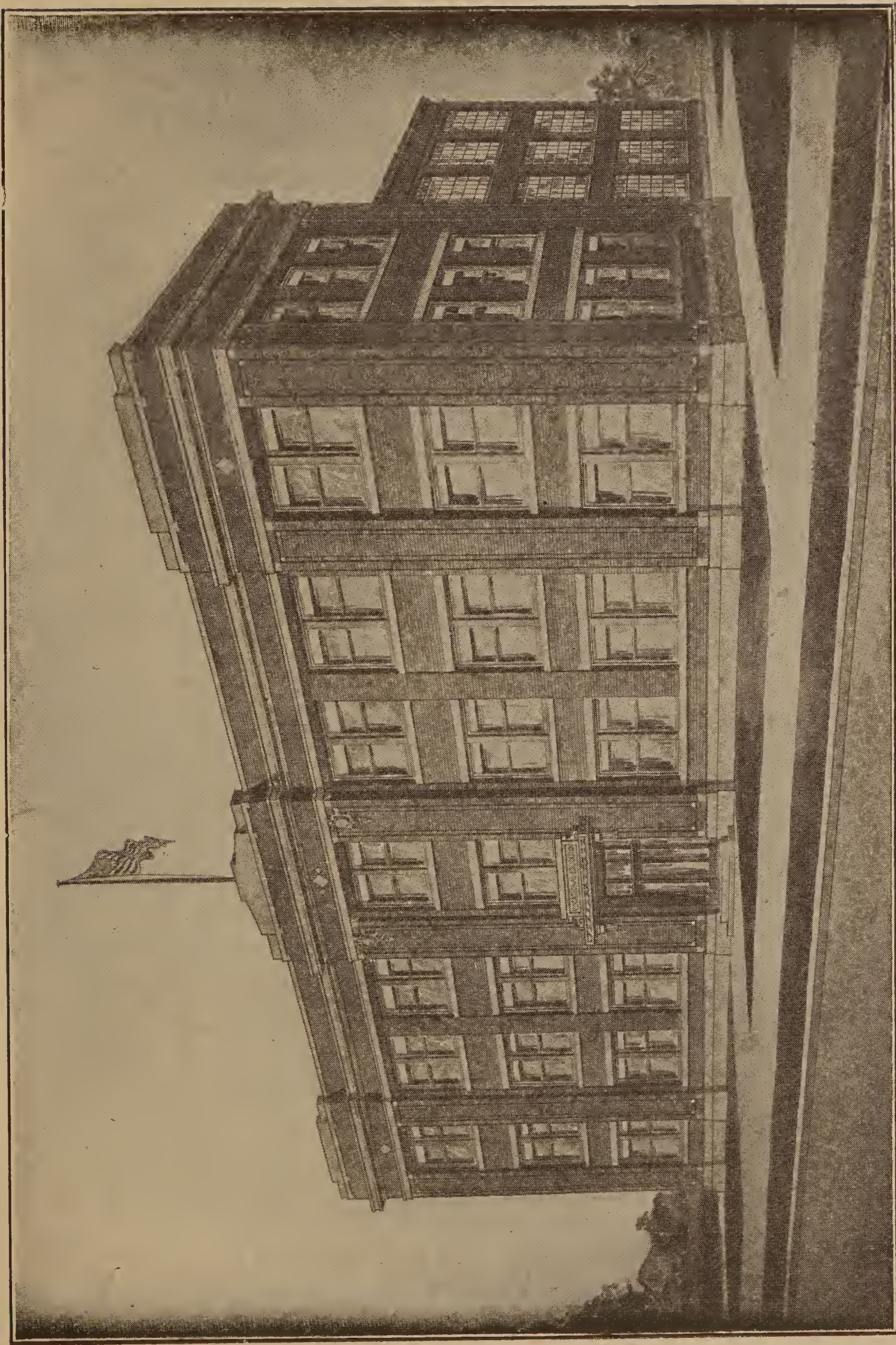
MAIL FOR STUDENTS.—The school has placed near the official bulletin board what is known as the Post Office, and all mail for students sent to the school will be placed there together with any notices from Deans or Office. Students are urged, however, to have all their mail sent to their street and number in the city. This insures a much prompter and indeed a safer method of delivery. Students should therefore, as soon as located in the city, leave their city addresses at the local post office.

CHAPEL.—There is a daily chapel period provided for in the program of the school. It is the period from 9:55 to 10:10 a.m. The nine o'clock classes are dismissed at 9:50, thus giving students five minutes to go from the various class rooms to Normal Hall. Under the rules of the Board of Trustees and Faculty, this chapel period is an integral portion of the day's work and students, unless specifically excused by the President or Dean of the school, are expected and required to be present. The very widest range is given to all persons who lead in these exercises, in the presentation of their themes, but all are hoped to be profitable discussions of matter of genuine patriotic, educational, or ethical content. Students who for some substantial reason, find it very difficult or impossible to attend chapel are asked to present the reasons clearly in writing to the President or Dean of the school.

During the summer term when very frequently the attendance is so great as to make it impossible to seat all students in Normal Hall, the chapel period is abandoned as a regular daily exercise, but may from time to time be called for special meeting by the President.

GRADE BOOK.—The registrar will provide each student with a





VOCATIONAL EDUCATION BUILDING  
TERRE HAUTE





gradebook in which he may keep a correct statement of the subjects he has taken from term to term, and the grades which he has made in the same. These credit books must be left with the registrar two weeks before the close of each quarter. The registrar will make the official entries of credits in the same. Students are asked to preserve these books carefully and keep them up to date, and thus be informed throughout the course as to their exact academic standing in the school.

These grade books are wholly for the convenience of the student and may not be used in any official way in the transfer of credits

THE CLASS A AND CLASS B CERTIFICATES.—Under the law of the state, the Indiana State Normal School grants a number of different certificates. Upon completion of 12 weeks of work, under the conditions prescribed for Class A students, the Normal School issues a Class A Certificate certifying that the student has had the minimum professional requirements under the law, permitting him to teach. Similarly, upon the completion of 24 weeks of work, under the conditions prescribed, a B Certificate is granted certifying that the student has had 24 weeks of professional training and may with one year's successful experience be rated as a Class B teacher.

THE THIRTY-SIX WEEKS' ELEMENTARY CERTIFICATE.—Under a rule of the State Teachers' Training Board, no teacher may be employed in a system of elementary schools associated with a commissioned high school who has not had at least thirty-six weeks of approved training in an accredited institution. During these three quarters or thirty-six weeks, he must make at least 48 hours of credit in prepared subjects (at least 10 hours of which must be in strictly professional lines.) Upon completion of this course, the Thirty-Six Weeks' Elementary Certificate is granted by the Normal School upon application to the Registrar. This certificate has no license value, but permits the teacher to work in a system of elementary schools connected with a commissioned high school. As most of the better school systems of the state have such high school affiliations, it is well for students to keep in mind that the minimum requirements for teaching in Indiana are practically one year of training in accredited institutions. The Class A and Class B certificates confer the right to teach in those schools only which have no such high school affiliations, such as certain rural schools or small village schools.

THE TWO-YEAR ELEMENTARY STATE CERTIFICATE.—Upon com-



pletion of any of the prescribed two year courses, a provisional elementary certificate is granted by the State Teachers' Training Board, valid for four years thereafter for teaching in any elementary school in the state without examination. If within the life of this provisional certificate, the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed at least two years of successful teaching in the public elementary schools of the state, a life-state certificate will be issued without examination, valid for teaching thereafter in any of the public elementary schools of the state.

Persons, who have completed a two years supervisory curriculum in which they have pursued special courses in Music, Drawing, Penmanship, Manual Training, Physical Culture, Domestic Science, Agriculture, or such other studies as are required to be taught by special supervisors, receive a provisional certificate for teaching the special subject or subjects in any of the public elementary schools of the state without examination, and valid for four years. If within this period, the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed at least two years of successful teaching in the subject or subjects, a life state certificate will be issued, valid to teach the special subject or subjects in any of the public elementary schools of the state. Such supervisory teachers who have completed the Two Year Course are not permitted to teach in any of the high schools until they secure a high school license by examination, which examination shall include the special subject or subjects, the field of English, and the Science of Education.

**THE MINIMUM HIGH SCHOOL REQUIREMENT CERTIFICATE.**—Under the rules of the State Teachers' Training Board, no person may be employed as a teacher in any of the high schools of the state who has not had at least two full years of standard collegiate instruction in some accredited institution. Such person must make a credit of at least 96 hours (at least 20 hours of which must be in the strictly professional lines.) Upon completion of two years of such standard collegiate instruction, the certificate is issued which, however, has no license value and the student before entering upon his high school work must secure the license to teach in high schools in the usual and prescribed way.

**THE THREE-YEAR JUNIOR HIGH SCHOOL STATE CERTIFICATE.**—Persons completing the three years of prescribed instruction in

the Junior High School Course receive from the State Teachers' Training Board a provisional certificate to teach for four years in any of the Junior high schools of the state, all those subjects of study in which they have had at least one full year of instruction. If within the four years satisfactory evidence is presented to the State Teachers' Training Board of having taught successfully two years in such Junior high schools, a Junior High School Life State Certificate is issued conferring the privilege for teaching thereafter the subjects designated in any of the Junior high schools of the state.

**FOUR-YEAR HIGH SCHOOL STATE CERTIFICATE.**—Upon completion of any prescribed four-year course, a provisional certificate is issued by the State Teachers' Training Board, valid for teaching for four years, in any of the high schools of the state, any of the academic subjects in which the graduate has earned two full years of credit. If within the life of the provisional certificate, the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed two years of successful teaching in the high school, a Life State Certificate will be issued, valid to teach the designated subjects in any of the high schools of the state without examination. "Two full years" of credit represent 24 term hours of credit in a given academic subject.

It will thus be noted that certificates from the regular two-year courses do not admit to high school teaching nor do the certificates from the four-year courses admit to teaching in the grades. Indeed, students ought to keep clearly in mind that the mere securing of a sufficient number of credits in any course does not necessarily lead to the provisional or life certificate in that course. Under the provisions of the law, a student's record and a transcript of all his credits are forwarded to the State Department of Public Instruction for its inspection and approval. Only those persons will be recommended for a provisional certificate in the two-year courses whose record transcripts clearly show that a course of study has been pursued specifically fitting them to teach in the elementary schools of the state. Similarly only those persons will be recommended for a provisional certificate to teach in the high schools whose record transcripts show clearly and definitely that a course of study has been pursued fitting them to undertake the specific work of instruction in the high schools of the state. Students, therefore, selecting courses in an indiscriminate manner and presenting transcripts that show that



no careful and painstaking attempt was made to prepare for the specific work of teaching in grade or high school must not be surprised if such transcripts fail to get the approval of the school and the Department of Public Instruction for the provisional and life certificates.

HOW TO SECURE THE CERTIFICATES.—The Class A, the Class B, the Thirty-Six Weeks' Elementary Certificate, and the Minimum High School Certificate, are issued by the school itself. Students entitled to any of these certificates should make formal application for them with the Registrar of the school at least two weeks before the close of the quarter. Blank applications may be secured at the Registrar's office. All certificates having license values, including the Two Year Provisional and Life State Certificates, the Junior High School Provisional and Life State Certificates, and the Four Year Provisional and Life State Certificates, are issued by the State Teachers' Training Board at Indianapolis.

Students entitled to such provisional state certificates will apply to the Committee on Graduation and secure from the same the official blank form application known as the BB form. Students will carefully fill out this form as directed, securing all endorsements asked for, and then mail the same without fee to the State Department of Public Instruction at Indianapolis. The Registrar of the school will also furnish the State Department at Indianapolis on the official blank known as the CC form, a complete transcript of the student's record. The State Department at Indianapolis will examine the student's application, verify the same, if necessary, from the Registrar's transcript, and if approved, the applicant will be notified by the State Department that his application has been approved. The applicant will then remit to Indianapolis the authorized fee of one dollar (\$1.00). The official provisional certificate will then be forwarded to the applicant immediately following the next meeting of the State Teachers' Training Board.

Students, who at the time of their graduation from any of the prescribed State Certificate Courses, have taught successfully at least 45 months, do *not* receive the life State Certificate at once, but will first make application for the provisional certificate. Under the law, life State Certificates can only be granted after the previous issuance of provisional certificates. Such students should, therefore, apply for the provisional certificate, as students without this experience.





NORTH HALL  
TERRE HAUTE





FORMER COURSES OF THE NORMAL SCHOOL ABANDONED.—All the courses of study now offered in the Normal School are in strict conformity to the present educational laws of the state of Indiana and the rules and regulations of the Indiana State Teachers' Training Board. All other courses heretofore offered have been abandoned by the Normal School except, however, that students enrolled upon the Three Year Modified "C" Course may complete the same and graduate and receive the diploma of the school, provided such course is completed not later than the close of the summer term, 1922.

GRADUATION.—All the certificates of the state which have license values are granted only to students who are formally graduated from some prescribed course in an accredited institution. The mere securing of a certain number of credits or the mere attendance of a certain number of terms will not make the student eligible for any state certificate. He must carefully follow some prescribed course, and be graduated from the same by the Faculty of the institution.

Students on the Bachelor of Arts College Course should, therefore, confer from time to time with the chairman of the special College Course Committee to see that proper subjects are taken and they should make formal application as candidates for graduation with this Committee not later than the beginning of the term during which they expect to complete the course. Similarly, students on the B. S. College Courses and on all the Normal courses should confer from time to time with the chairman of the general Committee on Graduation, and not later than the beginning of the term during which they expect to complete the course, they should make formal application with this Committee as candidates for graduation. The Committee on Graduation will verify the student's record, note his high school credentials, and if it is found that he has met in every way the requirements of the prescribed course of study, his name is presented to the entire Faculty of the school, and with their unanimous approval, he is formally declared a graduate of the course represented.

DEGREES AND DIPLOMAS.—Degrees and diplomas are awarded those students only who graduate from one of the prescribed four year courses. The Normal School grants two baccalaureate degrees—the degree of Bachelor of Arts in Education and the degree of Bachelor of Science in Education. The conditions under which these degrees are granted are indicated under the description of the courses of study.

Four further information, address L. N. Hines, President.



# COURSES OF STUDY

Terre Haute and Muncie

The courses of study in the Indiana State Normal School are those authorized by law and approved by the State Teachers' Training Board. All have been planned with a single and distinct purpose in view—namely—the preparation of teachers for the public schools of the state—from the primary grades to the last year of the commissioned high school.

These courses, therefore, quite naturally fall into two groups: those preparing for the elementary or graded schools of the state and those preparing for positions in high schools. These two groups should, however, *not* be understood as the elementary and the advanced courses. Educational experience has shown conclusively that the problems of teaching are large enough in any grade and in any department of the high school to command the full resources of every efficient teacher, if indeed it be not that the immaturity of the pupil in lower grades or beginning years of the high school is an added challenge to the knowledge and skill of the successful instructor. The admission requirements to both groups of courses are the same, and the educational problems in both fields of instruction are to be considered in the same critical and scientific spirit.

The courses here offered are based upon the educational proposition that teaching in each grade or each year of the high school is, in a large sense, a distinct and specific problem. Students entering the Normal School should, therefore, at the earliest possible moment decide for which field of teaching they wish to prepare. Having decided upon the position to be filled, they should in a definite and sustained way study the educational problems which will later confront them in the actual position in question. The courses in the Normal School thus give opportunity to students to prepare for primary work, for the lower grades, for the middle grades, and for the upper grades. In the high school group of courses, the fullest opportunity is given to prepare for teaching in the Junior and the Senior high schools the various subjects offered in these schools. This is made possible by the selection of majors and minors in the Three Year Junior High School and the Four Year High School courses.

Subjects of instruction, therefore, which deal primarily with

elementary instruction may not be taken by students preparing to be high school teachers. Similarly courses dealing with high school problems may not be taken by students preparing for teaching in the grades.

COURSES FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY  
SCHOOLS OF THE STATE.

I. TWELVE WEEKS' COURSE FOR THE PREPARATION OF TEACHERS  
OF CLASS A.

Students may obtain the Class A certificate by complying with the following conditions:

a. They must be graduates of a commissioned or certified high school.

b. They must attend one full quarter of twelve weeks and may not be absent more than ten days, and then only because of the late closing of a school or illness and its attendant circumstances. At the close of the quarter, they must file with the Registrar a complete statement of their attendance.

c. All the work for the Class A certificate must be done in the same institution and may not be done in fractional parts of terms.

d. They must earn at least 16 hours of credit under the requirements described herewith:

*What Subjects to Take for a Class A Certificate.*

Students entering on the course for Class A teachers should be very careful to observe the requirements of the State Teachers' Training Board in the selection of their subjects.

In order to secure a proper distribution of students over the whole field of study, the courses available to Class A teachers are divided into three groups.

Group 1 consists of three professional subjects—Child Psychology, Introduction to Education, and Introduction to Teaching.

The regular academic subjects of the school are divided for convenience in the matter of distribution into two groups.

Group 2 includes the special courses in Arithmetic, Geography, Grammar, United States History, Physiology, and Reading, which have been organized specifically for teachers for the grades. These courses are designated on the program of classes by the letter (2) in parenthesis, following the name of the subject. Thus, Arithmetic 1 (2), indicates that this is the course



in Arithmetic open to students on the Two Year Course. Not all courses in Arithmetic, Geography, Grammar, United States History, Physiology, and Reading are open to Two Year students. Indeed some of the courses in these subjects are open to Four Year students *only*. Such subjects are indicated on the program by having the numeral (4) in parenthesis, following the name of the subject. Thus, Physiology 1 (4), indicates that this course is intended for students on the Four Year College Courses only. These special courses in Arithmetic, Geography, Grammar, United States History, Physiology, and Reading are not mere reviews of common school branches, but are critical studies from a teacher's point of view, of these fields of knowledge with a special consideration of the problems of instruction in the elementary grades.

Group 3 includes all the regular academic subjects *open to Two Year students* other than those listed in group 2.

Students, to secure the Class A certificate, must select four subjects as follows:

1. One subject from the three professional subjects listed in group 1.
2. One subject from those listed in group 2.
3. One subject selected from the entire list of regular academic subjects indicated in group 3.
4. One elective which may be taken from group 2, or group 3.

Class A students may choose as the fourth elective, one pre-vocational course.

In addition to the regular or prepared subjects of study, the school maintains a small group of studies known as "unprepared" subjects. These are subjects or courses in which no further requirement is made of the student than that of the period at which the class meets. Such "unprepared" subjects are Penmanship, Music 1, Art, Voice Training, Library Science, and Physical Education. Class A students may elect one of these "unprepared" subjects as an extra or fifth subject. This "unprepared" subject may, however, not take the place of any of the regular subjects, and in the case of a failure in any one of the regular subjects such an "unprepared" subject may not be substituted.

Class A students may *not* take courses in French, Spanish, Latin, and Commerce, as these are all subjects which lie distinctly within the high school field. Similarly, they must take *no* lines of professional work that deal specifically with high school problems.

All students who expect to apply for the A certificate after twelve weeks of training must not enroll on Bachelor of Arts College Course.

#### THE CLASS A CERTIFICATE IN SPECIAL SUPERVISORY SUBJECTS.

Students preparing to do supervisory work in Music, Home Economics, Industrial Arts, Primary Work, Agriculture, and other supervisory subjects must do one full year's work, making at least 48 hours credit, half of which must be in the special supervisory field and 8 hours of which must be in strictly professional lines.

In all such supervisory subjects, the Class B certificate is issued after the completion of the regular Two Year Course in that special supervisory field.

#### II. TWENTY FOUR WEEKS' COURSE FOR THE PREPARATION OF TEACHERS OF CLASS B.

Students may obtain the Class B certificate by complying with the following conditions:

- a. They must have secured previously a Class A certificate.
- b. They must attend one full quarter of twelve weeks under the conditions of absence obtaining for Class A teachers.
- c. All the work must be done in one term, and not in fractional parts of terms.
- d. They must earn at least 16 hours under the requirements described herewith:

##### *What Subjects to Take for a Class B Certificate.*

The subjects of study are divided into three groups as indicated under the Class A certificate.

Group 1 consists of five professional subjects—Child Psychology, Introduction to Education, Introduction to Teaching, Principles of Teaching for the Elementary Schools, and Courses in Special Methods in the various subjects of study dealing with the elementary school problems.

Group 2 includes special teachers' courses in Arithmetic, Geography, Grammar, United States History, Physiology, and Reading, and designated on the program of classes by the figure (2) in parenthesis, following the name of the course.

Group 3 includes all the regular academic subjects open to Two Year students other than those listed in group 2.



Students wishing to secure the Class B certificate must take four subjects as follows:

1. One subject from the five professional subjects listed in Group 1.
2. One subject from those listed in group 2.
3. One subject selected from the list of regular academic subjects indicated in group 3.
4. One elective which may be taken from group 1, group 2, or group 3.

Class B students may carry two pre-vocational courses, but must not omit the professional group.

In selecting his subjects, the student must see to it that there is no duplication of any of the work done in meeting the requirements of the Class A certificate.

Class B students may elect, if they so choose, an "unprepared" subject as an extra or fifth subject. This "unprepared" subject may, however, not take the place of any of the regular subjects, and in case of a failure in any of the regular subjects, an "unprepared" subject may not be substituted.

Class B students may *not*, however, elect courses in French, Spanish, Latin, or Commerce.

Students who have taken *Introduction to Teaching* may not take *Introduction to Education* or vice versa, as these two courses are essentially similar and parallel courses of an introductory nature.

All students who expect to receive the B certificate after twenty-four weeks of training must enroll on the Normal course.

The Class B certificate may be issued at once upon the completion of twenty four weeks of training. It can *not*, however, be used for license purposes until after one year's teaching experience.

By a provision of the law, students enrolled on the College Course may receive an A certificate after having completed one full year's collegiate work of at least 48 hours of credit in prepared subjects. There are no requirements of professional or other specific lines of work in this privilege other than the securing of the 48 hours of credit in collegiate subjects.

### III. THE THIRTY-SIX WEEKS' ELEMENTARY CERTIFICATE COURSE.

Under the present rules of the State Teachers' Training Board, no teacher may be employed in any grade in a system of elementary schools associated with a commissioned high school unless

such teacher has had at least thirty-six weeks of training in an accredited institution. The requirements of this course are such that a student having met the requirements for the Class A and Class B Certificates shall take one added quarter's work under all the rules and conditions which obtain in receiving the certificates for Class A and Class B teachers.

The student must make at least 48 hours of credit in prepared subjects at least 10 hours of which must be in strictly professional lines in the field of elementary instruction.

The Thirty-Six Weeks' Elementary Certificate is open to students of both the commissioned and the certified high schools under the same conditions of thirty-six weeks' attendance. Graduates of certified high schools should, however, be reminded that before proceeding further on any of the courses in the school, it will be necessary for them to make up their high school deficiency and by doing two extra terms of work, raise their certified high school equivalency to that of a commissioned rating.

Upon completion of the Thirty-Six Weeks' Course, the student should make application to the Registrar of the school for the certificate giving evidence of having met the minimum requirements of the state for teaching in systems of schools affiliated with commissioned high schools.

#### IV. THE STANDARD TWO YEAR COURSE FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS, LEADING TO THE PROVISIONAL AND LIFE STATE CERTIFICATES.

This course, as the title indicates, is the standard two-year course for teachers of the grades, and leads to the provisional and life state certificates.

The so-called common school subjects form an integral part of this course. These common school subjects are, however, not studied in the Normal School as mere reviews of elementary subjects, but as new views of elemental subjects. Opportunity is afforded in this course, however, for taking lines of work in almost all the departments of the school. In this way, it is planned that the teacher's view of the subject shall be broadened and enriched. The advanced subjects, so chosen, must be clearly related to the work of the elementary grades. For this reason, lines of work not at all represented in the elementary grades may not be taken for credits in these courses. Thus students may not take courses in modern languages and in Latin or in



Commerce, as all these subjects lie distinctly in the high school field. An exception in the case of Latin is made for such courses in the department as deal with the Latin element in English and with the general study of Greek and Roman literature.

1. Professional Subjects. (Required)

Introduction to Education, or

Introduction to Teaching .....4 hours

Child Psychology .....4 hours

Principles of Teaching .....4 hours

Teaching of Elementary School Subjects .....4 hours

Directed Observation and Supervised Teaching ...4 hours

2. Academic or Content Studies. (Required)

(1) English

Grammar .....4 hours

Reading .....4 hours

Children's Literature .....4 hours

(2) Teachers' Courses in Elementary School Subjects

Fundamental Study in Arithmetic, Geography

and American History .....12 hours

(3) Science

Course in some biological science related to

elementary school curriculum .....4 hours

(Botany, Biology, Physiology, Nature Study)

(4) Physiology and Hygiene .....4 hours

(5) Social Science .....4 hours

History or Economics

(6) Practical Arts, including Agriculture, Home

Economics and Manual Arts .....4 hours

3. Electives from these or other regular subjects .....36 hours

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Total ..... 96 hours

4. Unprepared Subjects.

Penmanship, Music, Art, Voice Training,

Physical Education, Library Science ..... 16 hours

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Grand Total .....112 hours

SPECIAL TWO YEAR COURSES FOR THE PREPARATION OF TEACHERS  
AND SUPERVISORS OF INDUSTRIAL ARTS, HOME ECONOMICS,  
MUSIC, AGRICULTURE AND PHYSICAL EDUCATION.

Students completing these courses receive a provisional certificate and later a life state certificate to teach in any of the elementary schools of the state. Such teachers are, however, not permitted to teach these subjects in any of the high schools of the state unless they pass satisfactorily a special teacher's exam-

ination for license to teach in high schools, which examination shall embrace the special supervisory subject or subjects, the field of English, and the Science of Education.

#### V. TWO-YEAR INDUSTRIAL ARTS COURSE.

Special two-year courses are offered in the field of Industrial Arts and Home Economics for teachers and supervisors. Upon completion of the course the graduate will be granted a provisional special or supervisor's certificate in such subject or subjects of the courses as have been completed, valid for four years thereafter for teaching in any public elementary school in the State without examination. Upon completion of two years of successful teaching within the life of the provisional special certificate, the holder will be granted by the State Teachers' Training Board a life certificate of like force and effect of the provisional certificate.

These courses require for graduation are 96 term hours to be made in the prepared subjects and 16 additional hours in unprepared subjects.

#### TWO-YEAR INDUSTRIAL ARTS COURSE.

##### Details of Course:

Professional Subjects (20 hours required).

1. Principles of Teaching .....4 hours
2. Introduction to Education or  
Introduction to Teaching .....4 hours
3. Theory of Manual Arts and Industrial  
Education .....4 hours
4. Special Methods in Teaching Manual and  
Industrial Arts in Upper Grades .....4 hours
5. Directed Observation and Supervised Teaching ...4 hours

Total .....20 hours

English (12 hours required in following order:)

1. Grammar or Composition .....4 hours
2. Literature .....4 hours
3. Public Speaking .....4 hours

Total .....12 hours

Shop Work (24 hours required to be elected from the various courses offered, in wood working, machine shop practice, forge work, sheet metal work, concrete, etc., but with the view of preparing to teach specific line of work).

Total .....24 hours



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Mechanical and Architectural Drawing .....	12 hours
Elective .....	28 hours

Note:—Suggested Electives: Study of Local Industrial History, Economics, Science and Mathematics, or additional Shop Work and Mechanical Drawing not to exceed, however, a total of 8 hours.

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Total Prepared Subjects .....	92 hours
Unprepared subjects (16) hours required to be elected from the following, four hours of which must be carried in physical education by all students. The remaining 12 hours must be chosen from such subjects as penmanship and blackboard demonstration, visits to shops and conferences, music, art, library science, additional work in physical education, according to previous training, interest, or needs of the individual student teacher.	

## VI. TWO YEAR HOME ECONOMICS COURSE.

### Details of Course:

#### I. Professional subjects (20 hours required).

(1) Educational Psychology.....	4 hours
(2) Principles of Teaching .....	4 hours
(3) Directed Observation and Supervised Teaching .....	4 hours
(4) Home Economic Methods.....	4 hours
(5) Organization of Home Economics.....	4 hours
Total .....	20 hours

#### II. Academic Subjects.

(1) English.	
Grammar or Composition.....	4 hours
Literature .....	4 hours
Public Speaking .....	4 hours
Total .....	12 hours
(2) Related Science and Art.	
Physiology .....	8 hours
General or Inorganic Chemistry.....	8 hours
Household Chemistry.....	4 hours
Household Physics .....	4 hours
Design .....	4 hours
Total .....	28 hours
(3) Home Economics. (36 hrs. from the following)	
Cookery .....	8 hours
Sewing .....	12 hours
Dietetics .....	4 hours

Millinery .....	4 hours
Textiles .....	4 hours
Home care of Sick .....	4 hours
Home Management .....	4 hours
Total .....	36 hours
Total .....	96 hours
III. Unprepared—16 hours.	
Physical Education .....	8 hours
Drawing .....	4 hours
Penmanship .....	4 hours
Total .....	16 hours
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112 hours	

## TWO YEAR COURSE FOR THE PREPARATION OF TEACHERS AND SUPERVISORS OF MUSIC.

The entrance requirements are the same as for other students with three years work in piano, voice, violin or other symphonic instrument in addition. This work must be approved by the head of the department of music and a record of it turned into the office. However, if the student does not satisfy all of this entrance requirement in music some of it may be made up after entrance. Upon completing this course the student is entitled to a four year provisional license, and after two years of successful teaching experience, to a life license to teach music in the grade schools of Indiana.

Details of course:

### 1. Professional subjects (Required).

Introduction to Education or	
Introduction to Teaching .....	4 hours
Child Psychology .....	4 hours
Principles of Teaching .....	4 hours
Special Methods in Music (Music 7) .....	4 hours
Directed Observation and Supervised Teaching	
of Music .....	4 hours
Total .....	20 hours

### 2. English (Required).

Grammar .....	4 hours
Reading .....	4 hours
Literature .....	4 hours
Total .....	12 hours

### 3. Unprepared subjects.

Penmanship, Art, Additional Chorus or Orches-	
tra work, Voice Training (in Public Speaking	
Dept.), Library Science, Physical Education.....	16 hours



## 4. Music work (Required).

Eleven Credits (44 hours), Courses 1 to 12 inclusive.

Total .....44 hours

## 5. Electives.....20 hours

Total .....112 hours

COLLEGE COURSE WITH MUSIC AS A MAJOR.—Students majoring in music on the College Course must earn twelve credits (48 hours) in music as follows:—Courses 1 to 12 inclusive and four hours chorus credit (Chorus and Music 1, 2 and 3 being counted as College credit for students majoring in the subject). Entrance requirements are the same as for the Two Year Music Supervisor's Course. Upon completing this course the student is entitled to the degree of Bachelor of Arts in Education if all of his other credits are College credits. He is also entitled to a four year provisional license, and after two years of successful teaching experience, to the Life License to teach music in the high schools of Indiana.

## VIII. TWO YEAR AGRICULTURAL COURSE.

## Details of course:

## I. Professional Subjects (20 hours required).

- (1) Educational Psychology .....4 hours
- (2) Principles of Teaching .....4 hours
- (3) Directed Observation and Supervised  
Teaching .....4 hours
- (4) Methods in Agriculture .....4 hours
- (5) Club Work and Extension Work .....4 hours
- Total .....20 hours

## II. Academic Subjects.

- (1) English.
  - Grammar .....4 hours
  - Literature .....4 hours
  - Reading or Public Speaking .....4 hours
  - Total .....12 hours
- (2) Agriculture.
  - Soils .....4 hours
  - Poultry .....4 hours
  - Farm Crops .....4 hours
  - Fruit Growing .....4 hours
  - Dairying .....4 hours
  - Types and Breeds of Farm Animals .....4 hours
  - Farm Management .....4 hours

Live Stock Judging .....	4 hours
Vegetable Growing .....	4 hours
Total .....	36 hours
(3) Related Sciences.	
Chemistry or Physics .....	8 hours
Entomology .....	4 hours
Diseases of Farm and Garden Plants .....	4 hours
Biology .....	12 hours
Total .....	28 hours
Total .....	96 hours
III. Unprepared Subjects.	
Penmanship.	
Music.	
Drawing	
Voice Training.	
Library Science.	
Physical Education.	
Conference with Teachers.	
Total .....	16 hours
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	112 hours

#### IX. TWO YEAR SUPERVISOR'S COURSE IN PHYSICAL EDUCATION.

A special two-year course is offered in the field of Physical Education for teachers and supervisors. Upon completion of the course, the graduate will be granted a provisional special or supervisor's certificate in such subjects of the courses as have been completed, valid for four years thereafter for teaching in any public elementary school in the state, without examination. Upon completion of two years of successful teaching within the life of the provisional special certificate, the holder will be granted by the State Teacher's Training Board a life license of like force and effect as the provisional certificate.

##### 1. Professional subjects (Required).

Introduction to Education or	
Introduction to teaching .....	4 hours
Child Psychology .....	4 hours
Principles of Teaching .....	4 hours
Theory or Special Methods .....	4 hours
Practical Work or Supervised	
Play and Gymnastic .....	4 hours
Total .....	20 hours

##### 2. Academic or Content Studies (Required).

(1) English .....	12 hours
(2) Special Subjects for women.	
Physiology, Anatomy & Hygiene Incl.	
Physiology of exercise.....	8 hours



Gymnastics—Elementary and advanced (Courses I and II) .....	8 hours
Physical Education for Grades and Rural Schools .....	4 hours
Dancing; Folk, Aesthetic and Interpreta- tive Dancing (Course Four) .....	4 hours
Playground Work (Course Five) .....	4 hours
Swimming, Athletics and Games (Course Six) .....	8 hours
Physical Education for High Schools and Technique of Girls' Athletics (Course Seven) .....	4 hours
Pageantry, Plays and Festivals (Course Eight) .....	4 hours
Scouting, Camp Fire and First Aid.....	4 hours
Total .....	48 hours
(3) Special Subjects for Men.	
Physiology and Hygiene (Incl. Physi- ology of exercise) .....	8 hours
Gymnastic Elementary and Advanced Course 1 and 2 .....	8 hours
Physical Education for Grades Course 3 .....	4 hours
Boy Scout Work and First Aid Courses 4 and 5 .....	4 hours
Playground Work Course 6 .....	4 hours
High School Athletics, Course 7a, B and C .....	10 hours
Swimming, Boxing and Wrestling Courses 9 and 10 .....	4 hours
Intra School and Varsity Athletic Courses 12, 13, 14, 15, 16 and 17 .....	8 hours
Total .....	48 hours
(4) Related Science .....	10 hours
(5) Electives (History, Civics, etc.) .....	6 hours
(6) Unprepared .....	16 hours

#### X. THE THREE YEAR JUNIOR HIGH SCHOOL COURSE LEADING TO THE PROVISIONAL AND STATE LIFE CERTIFICATES FOR TEACHING IN JUNIOR HIGH SCHOOLS.

The Junior high school is recognized as a legal unit in the public school system of Indiana, and it seems probable that this new unit soon will be established in many parts of the State. To meet the needs for teachers in Junior high schools, a Three Year Course has been organized, the first two years of which are identical with the requirements of the regular Two Year Course

for the preparation of teachers for the elementary schools, save that the special emphasis is placed upon the teaching of the upper grades. The third or added year consists of the following requirements:

Professional work.

Special Methods (High School) .....	4 hours
Problems of the Junior High School .....	4 hours
Supervised Teaching (First year of High School) .....	4 hours
English Composition .....	4 hours
Total .....	16 hours
Electives .....	32 hours
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Total .....	48 hours

On the completion of this course, the student will receive a license to teach all those subjects in the Junior high school in which he has done at least one full year's work, that is, made 12 hours of credit. In determining the subjects in which the student is thus entitled to have a license, the work for the entire three years is treated as one unit.

Students may offer a year of general science, consisting of one term of Physics, one term of Biology, and the third term chosen from the following sciences: Geology, Physiology, and Chemistry.

#### XI. THE FOUR YEAR GENERAL BACHELOR OF SCIENCE COLLEGE COURSE.

This is a course organized to afford opportunities for teachers in the grades who have graduated from the Two Year Elementary State Certificate Course to continue their studies further. Many teachers of the grades, having chosen school teaching as a life career, will be glad to make further preparation than that afforded by the brief Two Year Course. Similarly, many teachers, having taught for some time in the grades, will desire to change to high school work.

Statistics seem to show that about 50% of the teachers of the grades form a fairly permanent group and remain in the profession many years. To give these the opportunities for a more liberal education and the chance to move forward to a baccalaureate degree, the general Bachelor of Science College Course is organized by the authority of the State Teachers' Training Board.



The first two years of this course are identical with the two years of the elementary course for training of teachers for the grades. In other words, graduates of this Two Year Course are given advanced standing of two years on this four year course.

Graduates of the Two Year Course moving forward on this four year College Course should determine at once whether they wish to make further preparation for teaching in the grades or use the two added years of this course for making preparation for teaching in the high schools of the state. The former group will select the professional work in the elementary school field; the latter in the high school field. Those preparing for high school teaching must do at least two full years of work in those academic subjects in which they expect to secure a provisional and life license for teaching in the high schools of the state.

Upon completion of this course, graduates who have continued their preparation for the graded schools receive the Bachelor of Science degree from the institution. Students graduating from this course who have prepared for high school teaching receive the degree of Bachelor of Science from the institution and a provisional and later life state certificate in those high school subjects in which they have done 24 hours of work.

This course reflects the growing educational conviction that preparation for teaching in the grades as a life career should be based upon a four year course of study leading to a baccalaureate degree.

The requirements of the third and fourth years are as follows:

Professional work.

Psychology .....	4 hours
Special Methods .....	4 hours
History of Education .....	4 hours
Supervised Teaching .....	4 hours
Electives .....	4 hours

Total .....20 hours

Academic Requirements.

Composition .....	4 hours
English Literature .....	8 hours
History .....	8 hours
Science .....	12 hours

Total .....32 hours

Major electives .....44 hours

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Total .....96 hours

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STANDARD FOUR YEAR COLLEGE COURSES FOR THE PREPARATION OF  
TEACHERS FOR HIGH SCHOOLS.

All the courses here described are standard four year college courses dealing exclusively with the preparation of teachers for the high schools of the state. Subjects of the school, therefore, dealing primarily with the problems of instruction in the grades may not be counted on these courses.

I. STANDARD FOUR YEAR COLLEGE COURSE FOR TEACHERS OF  
HIGH SCHOOLS.

Entrance requirements: Graduation from Commissioned High School, or equivalent scholarship.

Requirements for graduation: 192 hours. (In addition, twenty-four hours of work in physical training.)

Degree: Bachelor of Arts in Education.

Details of Course.

1. Eighty-eight required hours, as follows:

Psychology—twelve hours.

Principles of Teaching—four hours.

Special Methods in High School Subjects—four hours.

Supervised Teaching—eight hours.

History of Education—four hours.

Elective Professional Subjects—eight hours.

Science—twelve hours.

Foreign Languages—twenty hours.

English Literature—four hours.

Composition—four hours.

History—eight hours.

2. One hundred four elective hours.

A major sequence of thirty-six hours (at least twenty-four in one subject) and a minor sequence of twenty-four hours must be chosen. The remaining electives may be chosen from college subjects offered by any of the departments. The student must choose his major subject not later than the beginning of the Sophomore year. With the consent of the head of the department in which the major work is done, other work closely allied to the major work may be substituted for a part of it, not to exceed twelve hours in all. In choosing the elective subjects the student should consult the head of the department in which he is doing his major work. Of the professional work required for graduation, one



term of practice shall be in connection with the major subject, and both must be done in the high school. Composition, which is required, must be completed by the close of the first year, or third quarter of the College Course. Graduates of commissioned high schools who have completed the course by making substitution for mathematics or foreign languages will be admitted to the College Course but will be required to meet the prescribed conditions for graduation.

Graduates of certified high schools may enter upon the college course only after having made up the extra work entitling them to the equivalency of graduation from a commissioned high school. Under the rules of the State Teachers' Training Board, such graduates of certified high schools must do two further terms of work in the Normal School or secure the scholarship requirements demanded of Class B teachers.

Graduates of standard colleges who desire to enter the Normal School to prepare in a more specific way for the work of teaching may be admitted to advanced standing in the college course of this institution. Such graduate students must satisfy the minimum residence requirement for graduation, which is thirty-six weeks. The academic work of such students must be substantially equivalent to that required for graduation in the college course here, and in addition the candidate must make forty hours in professional subjects. These forty hours are identical with those required in the regular college course. Students from other colleges or normal schools meeting these requirements will be recommended for graduation by the committee on the college course and receive the diploma and degree of the institution, together with a provisional four-year license to teach in any of the high schools of the state.

The four-year college course under the terms of the law is designed primarily to prepare teachers for the high schools of the state. Under the rulings of the State Teachers' Training Board, a student must do at least two full years of work (24 term hours) in any academic subject in order to receive a provisional and later a State Life Certificate, and these provisional and state certificates entitle the holder to teach without further examination the specified subjects in high schools only.

Under a law of the State Teachers' Training Board the range of majors in the college course has been materially extended. The vocational subjects may be elected as majors on the college course.

## II. FOUR-YEAR INDUSTRIAL ARTS AND VOCATIONAL COURSE.

Entrance requirements: Graduation from commissioned high school or equivalent scholarship.

Requirements for Graduation: 192 hours (in addition, twenty-four hours work in physical training.)

Degree: Bachelor of Science in Education.

Approved for high school provisional certificate in Industrial Arts and for teaching in vocational schools.

Details of Course:

One hundred and thirty-six hours required as follows:

Professional Subjects (40 hours required).

- |  |          |
|--|----------|
| 1. Educational Psychology .....  | 8 hours  |
| 2. Vocational Psychology .....   | 4 hours  |
| 3. Principles of Modern Education .....  | 4 hours  |
| 4. History of Modern Education .....   | 4 hours  |
| 5. Theory of Manual Arts and Industrial Education<br>(Industrial Education 1) .....                          | 4 hours  |
| 6. Special Methods in Teaching Manual and Industrial<br>Arts in High Schools (Industrial Education 2A) ..... | 4 hours  |
| 7. Organization of Industrial Courses (Industrial<br>Education 3 or 4 or 5) .....                            | 4 hours  |
| 8. Observation and Supervised Practice Teaching ....   | 8 hours  |
| Total .....  | 40 hours |

English.

- |                          |          |
|--------------------------|----------|
| 1. Composition .....     | 4 hours  |
| 2. Literature .....      | 4 hours  |
| 3. Public Speaking ..... | 4 hours  |
| Total .....              | 12 hours |

Shop Work .....48 hours

To be elected from the various courses offered in wood working, machine shop practice, forge work, sheet metal concrete, etc., but with the view of preparing to teach some specific line of work.

Related Technical Subjects (36 hours required).

- |   |          |
|---|----------|
| 1. Applied Drawing .....                                | 20 hours |
| 2. Applied Science (Chemistry or Physics) .....         | 8 hours  |
| The remaining 8 hours to be elected from the following: |          |
| Shop Mathematics,                                       |          |
| Economics,  |          |
| Industrial History,                                     |          |
| Study of Local Industries.                              |          |
| Total .....   | 36 hours |



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Elective (from academic or additional related technical subjects) .....	56 hours
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	192 hours

In addition to the above, twenty-four hours' work in physical training are required.

Opportunities are offered as described below for those who desire to prepare themselves to teach trade and industrial lines of work in vocational schools, as provided for under the provision of the Federal Vocational Act.

- (a) SHOP TEACHERS.
- (b) TEACHERS IN GENERAL INDUSTRIAL SCHOOLS.
- (c) TEACHERS OF RELATED TECHNICAL SUBJECTS.

The details of each of these vocational courses so far as the four-year course in residence is concerned are similar to the Industrial Arts Course, except as to the special vocation emphasis to be placed upon the Shop Work during the Junior and Senior Year, and the additional requirement that vocational students must complete at least forty-eight hours in related academic subjects instead of thirty-six thus reducing the possible electives by twelve.

It is required by the State Board of Vocational Education that teachers of Shop Work supplement the four-year course in residence by two years of successful commercial trade experience, and that teachers of a General Industrial School supplement the four year course in residence by actual employment in the industries at least during three summer vacations or an equivalent time before certification will be permitted. All trade experience must be done under the supervision of proper authorities of the Indiana State Normal School, that is to say that the Normal School must approve the employment, and must receive reports from time to time from the employer as to the success of the work.

Students planning to teach Related Subjects in a vocational school may devote a large proportion of their time to related subjects in substitution for a part of the shop work as required of Shop Teachers.

### III. FOUR YEARS COURSE IN HOME ECONOMICS.

Of the 192 hours required for graduation, 40 must be in professional subjects and 152 in academic subjects. Graduates of

this course will receive a provisional high school certificate and will be entitled to teach Home Economics in the vocational high schools as well as the regular high schools of the state.

Details of course:

I. Professional Subjects (40 hours required).

(A) Specified—36 hours.

(1) Psychology—12 hours.

General Psychology .....4 hours  
Educational Psychology .....8 hours

(2) Principles of Teaching .....4 hours

(3) History of Education .....4 hours

(4) Home Economics Methods .....4 hours

(5) Supervised Teaching and Directed

Observation .....8 hours

(6) Organization of Home Economics ...4 hours

(B) Elective .....4 hours

————— 40 hours

II. Academic Subjects—152 hours.

(A) Specified—

(1) English—16 hours.

Composition .....4 hours

English, Literature,

or .....12 hours

Public Speaking

(2) Sociology .....4 hours

(3) Economics .....8 hours

(4) Related Science and Art (48 hours)—

Design .....4 hours

Physiology .....12 hours

Zoology or Botany .....8 hours

Bacteriology .....4 hours

Household Physics .....4 hours

Chemistry .....16 hours

Total ..... 76 hours

III. Home Economics—56 hours.

Textiles .....4 hours

Clothing I or elective .....4 hours

Clothing II .....4 hours

Clothing III .....4 hours

Food and Cookery I or elective .....4 hours

Food and Cookery II .....4 hours

Food and Cookery III .....4 hours

Costume Design .....4 hours

Dietetics .....4 hours



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Home Care of Sick .....	4 hours
Millinery .....	4 hours
Home Management I .....	4 hours
Home Management II .....	4 hours
House Planning and Furnishing ....	4 hours
Total .....	56 hours

## IV. Elective—20 hours.

Institutional Cookery .....	2 hours
Institutional Management .....	2 hours
Any subject of college rank offered in school .....	16 hours
Total .....	20 hours

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Total ..... 192 hours

## V. Physical Education Required—24 hours.

## IV. FOUR-YEAR COMMERCE COURSE.

Entrance requirements: Graduation from commissioned high school or equivalent scholarship.

Requirements for graduation: 192 hours (in addition, thirty-two hours' work in physical training and business writing, etc.)

Degree: Bachelor of Science in Commerce.

Approved for high school provisional certificate leading to a life state certificate to teach these subjects in the high schools of the State.

## I. Professional Subjects (40 hours required).

Introduction to Education .....	4 hours
Educational Psychology .....	8 hours
Applied Psychology .....	4 hours
History of Modern Education .....	4 hours
Theory of Commercial Education .....	4 hours
Principles of Teaching .....	4 hours
Special Methods in Commercial Subjects .....	4 hours
Directed Observation and Supervised Teaching ..	8 hours
-----	40 hours

## II. Academic Subjects (162 hours required).

## 1. English (16 hours).

Grammar and Composition .....	8 hours
Literature .....	4 hours
Reading or Public Speaking .....	4 hours
-----	16 hours

## 2. Commerce (72 hours).

Bookkeeping or Accounting .....	12 hours
Stenography .....	12 hours
Typewriting .....	12 hours
Office Organization and Management .....	4 hours
Business Law .....	8 hours
Principles of Business .....	4 hours
Supervised Business Practice .....	4 hours
Principles of Salesmanship .....	4 hours
Advanced Accounting .....	12 hours

or

Advanced Stenography .....	8 hours
Typewriting .....	4 hours

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 72 hours

## 3. Related Subjects (Any five or 20 hours).

Commercial and Economic History .....	8 hours
American Government and Politics .....	4 hours
Principles of Economics .....	8 hours
Commercial Correspondence .....	4 hours
Business and Corporation Finance .....	8 hours
Business Ethics .....	4 hours
Commercial and Economic Geography .....	4 hours
Domestic and Foreign Trade .....	8 hours
Mechanical Bookkeeping and Accounting .....	4 hours
Commercial and Vocational Arithmetic.....	4 hours
Money and Banking .....	4 hours
Advertising .....	4 hours

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 20 hours

## 4. Elective (from all college subjects) .....44 hours

Total prepared credits .....192 hours

## III. Unprepared Subjects, Business Writing (At least

four (4) hours) Physical Education, Etc.....32 hours

## THREE-YEAR COMMERCE COURSE.

A special three-year course in Commerce is offered to Junior High School teachers. This course will consist of the first three years of the Four Year Course with this change: Two hours in Junior High School Problems, and two hours in Junior High School Methods will be substituted for four hours in Methods. At least four hours of Supervised Teaching and Directed Observation must be in the Junior High School.

The three-year course is outlined to give special training to meet the requirements for Junior High Schools. Upon completion of this course, the graduate will be granted a provisional certificate to teach in the Junior high schools of the state.



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## MINIMUM REQUIREMENTS FOR HIGH SCHOOL TEACHERS.

### THE TWO YEAR COURSE FOR TEACHERS IN HIGH SCHOOLS.

The principals of all high schools in the State, Junior as well as Senior, must be graduates of some approved four-year course of study for high school teachers. The other teachers in the high school must, however, have as a minimum requirement two years of work in some standard college course for the training of high school teachers at least 20 hours of which must be in professional subjects, pertaining to the High School. These two years required of all high school teachers are the first and second years of one of the Standard Four Year College Courses for Teachers. Students completing these courses will apply to the Registrar for a certificate showing that the minimum requirements for high school teachers have been met.

The completion of the work of these two years does not entitle the holder to a provisional certificate, but the holder must secure in addition, in the prescribed way, the regular high school license for teaching his particular subjects.

### SEQUENCE OF COURSES

It will thus be seen that provision has been made for a series of courses, each one of which is an integral part of the courses above it. Thus a student may begin his work by taking the Twelve Weeks' Course for Class A, and then move forward to the Class B, to the Thirty-Six Weeks' Course, and to the Two Year Course. Having graduated from the Two Year Course, he may in one additional year's work secure the Junior High School state certificate, and in a second year of additional work secure the high school state certificate and the baccalaureate degree, or if he has chosen all his work in the elementary school field, he will receive his baccalaureate degree, the life state certificate for teaching in the grades having already been granted at the end of the Two Year Course.

Students on any of the Four Year Bachelor of Science courses who wish to transfer their credits to the Bachelor of Arts College Course may do so by meeting all the inner requirements of the Bachelor of Arts course especially in the fields of foreign languages. They must also take such an amount of added college work as will be necessary to substitute for those courses taken on the Bachelor of Science course as fall wholly within the field of elementary instruction.

# DEPARTMENTAL STATEMENTS

Eastern Division, Muncie

## PSYCHOLOGY AND HISTORY OF EDUCATION

THOMAS J. BREITWIESER, Professor.

ALICE BEEBE, Laboratory Assistant.

### Educational Psychology

**Psychology 1.**—*General Psychology.* The purpose of this course is to give a general survey of the subject of educational psychology. It considers the special senses, nervous system, sensation, perception, memory, imagination, the higher thought processes, affection, emotions, instinctive tendencies, habit formation, and the laws of learning. Each quarter.

**Psychology 1A (2).**—*Introduction to Child Psychology.* Attention is given to the laws of physical and mental growth and development with the view of enabling the student to deal more intelligently with all phases of child life and education. This course is required of all students on the two-year course for grade teachers. Each quarter.

**Psychology 2.**—*Experimental.* The aim of this course is to offer a series of experiments that will supplement the work given in the other psychology courses. The student will be directed along some definite problem, showing him how simple experiments may give desirable and valuable information about everyday phenomena. Fall.

**Psychology 3.**—*Child Psychology.* Special attention is given to the physical and mental characteristics of children at the various levels of growth and development. The first six years of life are considered rather minutely. Spring and Summer.

**Psychology 4.**—*Mental Tests.* The use of the several group tests is demonstrated. This is followed by a detailed study of the technique and use of the Stanford Revision of the Simon-Binet tests. Each student is given a chance to practice in giving the tests.

**Psychology 4A.**—*Mental Tests.* This course is a continuation of Course 4. The student does field work in the schools, thus getting the practical side of the tests and learns how to use the different tests in making recommendations. Winter and Spring.



**Psychology 5.**—A study of the standardization tests in common and high school subjects. Summer.

**Psychology 7.**—*Social Psychology.* The question of controlling crowds, groups, and audiences, suggestibility, fashion, and conventionality will be discussed.

**Psychology 8.**—*Psychology of Religion.* The basis of religious belief and teaching are presented with a view to show how they function in life and in the school.

**Psychology 11.**—The psychology of the common and high school subjects.

**Psychology 12.**—A survey of the need of vocational guidance and an investigation of the laws and principles underlying its application. The best means at hand of discovering personal aptitudes. Summer.

**Psychology 14.**—*Mental Hygiene.* This course has for its main purpose the conservation of nervous and mental energy. Such topics as rest, sleep, recreation, mental fatigue, and suppressed complexes will be discussed.

**Psychology 15.**—*Applied Psychology.*—This course covers the field of business, law, medicine, art, and education. It emphasizes the psychological principles involved. Minor investigations are assigned to give first-hand acquaintance with technique.

NOTE.—Psychology 1 or 1A is a prerequisite for all other courses in psychology.

### History of Education

**History of Education 1.**—*Beginnings in Education.* Special stress is placed upon the civilization and system of schools of the Hebrews. This is followed by a study of the great periods and movements of the Greeks and Romans.

**History of Education 2.**—*European Education.* The great men and movements, ancient, mediaeval and modern, with their ideals, influence, and contributions of permanent value, are made the basis of this course. Spring.

**History of Education 3.**—*United State Education.* A study of the development of educational ideals and systems in the United States with emphasis on the history of Indiana Education.

Summer.

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PRINCIPLES OF EDUCATION, OBSERVATION, AND  
SUPERVISED TEACHING

BENJAMIN F. MOORE, Professor.

This department deals with both the theoretical and the practical phases of the process of education. The work involves a study of the principles and methods of instruction as set forth in the best current literature on the subject and the application of such principles and methods in the training schools.

**Introduction to Education.**—The object of this course is to give the beginning teacher a general view of the practical problems of education. It will include a study of approved methods for the management and instruction of pupils in classes, together with such study of both rural and city school systems as will enable the student to work intelligently therein. Except during the Summer quarter, a part of the work will consist of the actual inspection of typical school units and directed observation of the management and instruction of classes. Four hours. Each quarter.

**Principles of Teaching 1.**—*General Method.* A course of lectures, readings, and conferences setting forth the principles and conditions under which all learning must proceed. It involves, too, a study of the general theory of method and its application in teaching, together with the study of the school as an institution for the realization of the purposes of education. The course is open to students who have had Psychology 1 or an equivalent. Four hours. Each quarter.

**Principles of Teaching 1A.**—This course involves practically the same study of the general theory of Method and its application as is required in Principles of Teaching I. It contemplates, however, a study of rural schools and their needs and the application of principles of teaching to the instruction and management of such schools. Open to students who have had the necessary preliminary work and who expects to teach in rural schools. Four hours.

**Principles of Teaching 2.**—This course deals with the more advanced phases of the work in their application to teaching in the higher elementary grades and in the Junior and Senior high schools. It involves a somewhat careful study of the specific aims and processes of departmental and high school work, principles involved therein, and methods adapted thereto. The course is open to students taking advanced courses or college work who have had Psychology 1 or an equivalent. Four hours.



**Principles of Teaching 3.—*Primary Methods.*** This course is open to students preparing to do kindergarten or primary work who have completed three quarters of work. The aim of the course will be to consider both the materials and methods in the instruction of children in kindergarten and first four grades of the elementary school. Approved methods, including the project method, will be studied and as far as practicable their application exemplified. Four hours. Summer.

**Supervised Teaching 1.**—In this course students are required to observe and teach under supervision in some or all of the elementary grades. The aim is to give the student skill in organizing and interpreting lessons and in presenting them to pupils at different stages of their development. In addition to the directed observation and conferences, students are expected to do actual teaching in the training schools each day. This course is required of students taking the two year normal course and should be taken in the second year. It is open to students who have had Psychology 1, Principles of Education 1, and other necessary preliminary courses. Four hours. Fall, Winter, and Spring.

**Supervised Teaching 2.**—In so far as practicable, students are given opportunity to practice in the grade or grades which they are specially preparing to teach. Practice work in this course may be done in either elementary or high school departments. Unless otherwise arranged, students taking this course are expected to do the supervised teaching in their major and minor subjects. The plan is to give opportunity to study theoretically and to do practically under supervision all work required in a well organized school or department. Open to students who have had the necessary preliminary work. Required of all students taking the four-year courses for teaching. Four hours.

Fall, Winter, and Spring.

**Supervised Teaching 3.**—This course is open to students desiring practice work for Supervision and School Administration. The work will consist of directed observation, teaching classes under supervision, and supervising the instruction of teachers, together with such administrative work as may be connected with the special supervision of a subject, general supervision, or the complete management of a department or school. It will include the outlining of work, the planning for and conducting of professional meetings with teachers, and the making of necessary recom-

mendations and reports to school officials. Open to students who have had Supervised Teaching 1 or an equivalent. Required of all students taking two-year courses for special supervisions' certificates. Four hours. Fall, Winter, and Spring.

NOTE.—All supervised teaching students are required to attend conferences on the work. Students in each of the courses in supervised teaching and those in courses in introduction to teaching should reserve the hour from 3:30 to 4:30 on Tuesday and Thursday afternoons of each week for such conferences.

Supervised teaching can not be taken during the Summer quarter. Substitutions for courses in supervised teaching may be made only where students have had fifty months of certified successful experience in teaching.

**School Administration.**—This course deals with such problems as arise in the administration and supervision of rural, town and city schools. It comprehends a study of school organization; school finances; buildings and equipment; selection, employment, and assignment of teachers; classification and assignment of pupils; the course of study; text and reference books; school reports and records; and other problems connected with school administration. The course is open to students in the senior year of the four-year course and to supervisors, principals and superintendents of schools as special work. Four hours. Summer.

NOTE.—Students taking professional courses in either elementary or high school work are provided with adequate facilities for observation and practice.

A large consolidated township school located within three blocks of the campus has been recently made a part of the Muncie School System. This has been set apart as the elementary training school. Students can there observe and practice in a school containing all the essentials of a thoroughly up to date elementary school, and under conditions substantially the same as those under which they will afterward teach.

The trustees of the school city of Muncie have also tendered the use of the Muncie High School as a training school for students preparing to do high school work. This is a large vocational high school, splendidly equipped and in every way modern. It affords opportunity for students to observe and practice in both Junior and Senior high school work, and to study high school organization and administration in one of the most complete vocational high schools in the State.

## ENGLISH

ERLE ELSWORTH CLIPPINGER, Professor.

MARY CHRISTINE PAVEY, Assistant Professor.

Literature 17, Reading 1, and Grammar 1 are required for completion of the two-year courses. No student on one of these



two-year courses may substitute another course in English for one of these required courses unless the substitution is authorized by the Committee on Advanced Standing or by the head of the Department of English.

Students on the four-year courses are required to take Composition 1 or its equivalent. This course should be taken before the beginning of the Sophomore year. Those who elect English as the major subject should take Composition 1, 2, and 3.

**Grammar 1 (2).**—This course deals with the thought and its nature with the sentence and its structure. It is required for completion of any of the two-year courses.

Each quarter.

**Reading 1 (2).**—The purpose of this course is to teach students the science and the art of interpreting the printed page. Especial attention is given to articulation, accent, inflection, phrasing, and phonetics as aids to literary interpretation and appreciation. Some attention is given to the use of dictionaries, encyclopedias, and other reference books. It is required for completion of the two-year courses.

Each quarter.

**Composition 1.**—This is a general course in written and oral composition, designed to teach neatness and conformity to correct usage as well as readiness and effectiveness. The course has been carefully organized through a period of years for the purpose of aiding the college Freshman to acquire quickly a practical use of the English language.

Each quarter.

**Composition 2.**—Composition 2 deals primarily with oral and written discourse of an expository nature. Some attention is given to journalistic writing. The course is open only to students who have had Composition 1 or its equivalent.

**Composition 3.**—Composition 3 deals primarily with oral and written discourses of an argumentative nature. The nature of reasoning is considered briefly, and some attention is given to parliamentary law and usage in connection with the work with oral debate. At least two long argumentative themes will be written. Students who have not had Composition 1 or its equivalent should not elect this course.

**Composition 4 (4).**—The purpose of this course is to give the student practice in the composition of such forms of discourse as

magazine articles, addresses, club papers, and pamphlets. Principles of criticism will be studied, and much of the composition work will be criticism of literature and art. Part of the work will be oral. The course is open only to students who have had Composition 1 and 2 or equivalent preparation.

**Composition 5 (4).—*Short Story Writing.*** Most of the work of this course will be in writing short stories. The structure of the short story will be studied incidentally, and numerous well known stories will be read. Open only to students who have had at least two courses in composition.

### Literature

Students on the two-year courses should begin the study of literature with Course 17, Children's Literature, which is required of them. Students on the A. B. College Course should begin with Course 1 or Course 2. Courses need not be taken in the order enumerated below. The subject-matter of each course is primarily literature, not the history of literature; and the chief purpose is to lead the student to understand and to appreciate the literature that is studied.

**Literature 1.—*Survey of English Literature.*** This course is a general survey of the whole field of English literature, illustrated by selections from the works of numerous authors.

**Literature 2.—*Survey of American Literature.*** This course is a general survey of the whole field of American literature, illustrated by selections from the works of important authors.

**Literature 3.—*English Poetry of the Victorian Period.*** The course deals primarily with the poetry of Tennyson, Browning, Matthew Arnold, Swinburne, Rossetti, Morris, and Mrs. Browning.

**Literature 4.—*English Poetry of Early Nineteenth Century.*** The culmination of Romanticism in Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and Landor.

**Literature 7.—*Shakespeare.*** The purpose of this course is to lead the student to understand and to appreciate the nature of Shakespeare's work. Several of the plays will be read, and one of the tragedies and one of the comedies will be studied intensively.



**Literature 10.**—*Nineteenth Century English Prose.* The work of Carlyle, Newman, Ruskin, Arnold, Huxley, Pater, and Stevenson will be considered, and selections from each will be read.

**Literature 12.**—*English Fiction* Several English novels of different types and periods will be read and discussed. The work of the course will also include lectures and assigned readings on the structure of the novel and the history of the development of English fiction.

**Literature 13.**—*American Fiction.* In this course the nature of the American novel and its relation to the English novel will be considered. A careful study will be made of several novels by such well-known writers as Cooper, Hawthorne, and Howell, and at least one recently published novel will be read.

**Literature 17.**—*Juvenile Literature.* A study of types of literature suitable to be taught in the grades. Methods of teaching literature in the grades are discussed incidentally. This course is required for completion of the two-year courses and is open to all students. Each quarter.

**Literature 15.**—*Nineteenth Century American Poetry.* A study will be made of the poetry of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. Some attention will be given to recent writers.

**Literature 18.**—*Recent Poetry.* The course will deal with several of the most significant English and American poets of recent years. The purpose will be to investigate the general nature of the new English and American verse as well as the particular contributions made by such writers as John Masefield, Alfred Noyes, Edwin Arlington Robinson, etc. This course is open only to students who have had at least two courses in literature.

**Literature 20.**—*Structure and Types of Poetry.* The course will include the reading and analysis of typical productions from the fields of lyric, epic, and dramatic poetry, with incidental discussions of rhythm, rhyme, meter, etc. It may be elected by students who have had one course in literature.

**English 10 (2).**—*Special Methods for Grade Teachers.* This is a two-hour professional course for students on the Two-Year Course. It will include discussions of methods of presenting primary language work, reading, oral and written composition, grammar, and literature.

**English 11 (4).**—*Special Methods for High School Teachers.* This is a two-hour professional course for students taking a major or a minor in English on one of the four-year courses. Methods of presenting grammar, composition, and literature in the high school will be discussed. Students should consult the head of the department of English before electing this course.

## LATIN

VILETTA ELLEN BAKER, Professor.

The courses in Latin are designed with a view to giving students a knowledge and appreciation of Latin literature and also an understanding of the fundamental principles of Latin grammar and composition.

Those students who select Latin for their major subject will take courses 4, 6 or 7, 8, 9 and 10, and at least four of the authors named in courses 10-16. Courses 10-16 are open to advanced students in Latin. Courses 18 and 19 will be given as one-hour courses in connection with other Latin courses. Prose composition is given one hour a week with Latin 2, 3, 4, 6, 8 and 9.

**Latin 1 (4).**—A course for those who have had no Latin in high school.

**Latin 2A (4).**—Caesar.

**Latin 2B (4).**—Caesar.

**Latin 3 (4).**—Cicero's *Orations*. Open to students who have had Latin 1 and 2.

**Latin 4A (4).**—Vergil's *Aeneid*. Open to students who have had Latin 1 and 2.

**Latin 4B (4).**—Vergil's *Aeneid*.

**Latin 5 (4).**—Metamorphoses of Ovid.

**Latin 6 (4).**—Cicero's *De Senectute*.

**Latin 7 (4).**—Cicero's *De Amicitia*.

**Latin 8 (4).**—Terence's *Phormio*. Open to students who have had Latin 4.

**Latin 9 (4).**—Livy; Books I-XXI. Open to students who have had Latin 4.

**Latin 10 (4).**—Odes of Horace.

**Latin 11 (4).**—*Agricola* of Tacitus.



**Latin 12 (4).**—Pliny's Letters.

**Latin 13 (4).**—Catullus.

**Latin 14 (4).**—Satires of Juvenal.

**Latin 15 (4).**—Epigrams of Martial.

**Latin 16 (4).**—Suetonius.

**Latin 17 (4).**—*Advanced Prose Composition.* A four-hour course for advanced students in Latin and especially suitable for those who are preparing to teach Latin.

**Latin 18 (4).**—*History of Latin Literature.* Open to students who have had Latin 10.

**Latin 19 (4).**—*Private Life of the Romans.* A course open to all students.

**Latin 20 (4).**—Teachers' Course in Latin.

## ROMANCE LANGUAGES

ERNESTINE A. E. PORCHER, Professor of French.

BESSIE McVICKER, Professor of Spanish.

**French 1 (4).**—*Beginners' Course.* The work includes conversation, grammar, and dictation with stress laid upon pronunciation. Text book: Camerlynch's "France."

**French 2 (4).**—A continuation of French 1, with conversation and easy French reading. Irregular verbs.

**French 3 (4).**—Various stories and Chardenal's grammar, with conversation and dictation exercises.

**French 4 (4).**—Composition, dictation, grammar and translation. The beginning of second year college French.

**French 5 (4).**—A continuation of the work of French 4.

**French 6 (4).**—The completion of second year college French. Composition, translation, grammar, and dictation.

**Spanish 1 (4).**—A course for beginning students, including grammar, easy reading, and practice in speaking. Open to all students. Fall.

**Spanish 2 (4).**—This course is a continuation of Spanish 1. It is open to students who have had Spanish 1 or one year of Spanish in the high school. Winter.

**Spanish 3 (4).**—A continuation of course 2. It includes reading of easy Spanish prose, composition and drill in conversation. Fall and Spring.

**Spanish 4 (4).**—Modern Spanish prose. Conversation and composition. Winter.

**Spanish 5 (4).**—Modern Spanish prose. Conversation and composition. Fall and Spring.

**Spanish 6 (4).**—Modern Spanish Novel. Conversation and composition. Fall and Winter.

**Spanish 7 (4).**—Modern Spanish Novel. Conversation and composition. Winter and Spring.

**Spanish 8 (4).**—Modern Spanish drama. Conversation and composition. Spring.

## MATHEMATICS

JAMES HARVEY BAXTER, Professor.

HARRY H. HOWICK, Assistant Professor.

**Arithmetic 1 (2).**—*Teachers' Arithmetic.* This course includes elementary notation with especial reference to the psychological processes involved in the development of the number concept, some brief algebraic proofs of fundamental principles, and a survey of the "State Course of Study" in arithmetic in conjunction with the text-book adopted for use in the elementary schools. The subject-matter includes the fundamental operations; fractions; denominate numbers, including English and French systems; ratio; proportion, etc., to mensuration.

**Arithmetic 2.**—*Mathematics of Commerce.* This course is offered especially for students of the Department of Commerce, but it is open also to students on Course A and Course B. It may be taken as a continuation of Course 1.

**Solid and Spherical Geometry.**—The usual topics of the subject. A vigorous review of many propositions in plane geometry as applied in solid and spherical geometry. This is a college course and is open to all students who have finished plane geometry.

**Trigonometry.**—Prerequisites: Elementary algebra and plane geometry.

**College Algebra 1.**—This course includes a rapid review of the high school algebra topics and a rigorous treatment of those topics of college algebra which are of practical consequence in subse-



quent courses. Prerequisites: Elementary algebra and plane geometry.

**College Algebra 2.**—A continuation of College Algebra 1, with especial emphasis on determinants, theory of equations, partial fractions, logarythms, and series.

**Analytic Geometry 1 (4).**—*Plane Analytic Geometry.* A development of the notations of co-ordinate geometry as applied in preparatory work for the calculus. Prerequisites: College Algebra 1 and Trigonometry.

**Analytic Geometry 2.**—Completion of plane analytic geometry and enough solid analytic geometry to familiarize the student with the notation used in calculus problems which involve three dimensions. (4).

**Calculus 1 (4).**—Differential calculus as presented in Granville's text.

**Calculus 2 (4).**—Integral calculus as presented in Granville's text.

**Differential Equations (4).**—Standard types as found in Cohen's text. Prerequisites: Differential and integral calculus.

**The History and Teaching of Mathematics.**—A brief survey of mathematical history and a study of modern movements in the teaching of mathematics. This course may be taken as a teacher's course in algebra and geometry.

**Mathematics 1 (2).**—*Special Methods.* A professional course for students on the two-year course. Two hours' credit.

**Mathematics 2 (4).**—*Special Methods.* A professional course in High School Mathematics for students on the four-year course. Two hours' credit.

**Theory of Elementary Functions (4).**—A study of elementary functions, algebraic and transcendental, and their applications. Text book: Gale and Watkeys.

**The Theory of Equations (4).**—As outlined in a treatise by Barton. Prerequisites: College Algebra I and Trigonometry.

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HISTORY

MINNIE WEYL, Professor.

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Assistant Professor.**American History and Social Science**

**American History 1.**—*The Colonies and the Revolution.* A survey of American history to 1783.

**American History 2.**—*National Development.* A survey of the history of the United States from the close of the Revolutionary War to Andrew Jackson, 1783-1829.

**American History 3.**—*Civil War, and Reconstruction.* A survey of the westward movement, the sectional conflict, and the post-bellum period of readjustment, 1850-1876.

**American History 4.**—*The Last Half-Century.* A survey of the period of transition from a simple to a complex civilization, 1865-1919.

**American History 5.**—*The Economic History of the United States.* A Survey of our commercial, financial, agricultural, and industrial history from 1815 to the present time.

**American History 6.**—*American Government and Politics.* A general study of the central, state, and local governments of the United States in actual operation.

**American History 7.**—*The History of the South.* A special study of the history, institutions, political theories, and problems of the antebellum South.

**American History 8.**—*The History of the West.* A special study of the colonization of the different geographic areas comprised in the United States of today, and of the influence of westward expansion on the political, social, and economic development of the American people.

**American History 9.**—*The History of Indiana.* A special study of the exploration, colonization, and development of the State, from the earliest time to the present.

**American History 10 (2).**—*American History and Teaching Problems for Elementary Teachers.* A brief survey of the subject matter of the history work of the seventh and eighth years, with a discussion of teaching problems in grade history, and of



a course of study for the grades of the junior high school and below. Not open to students on the A. B. College Course.

**Economics 1.**—A general course in political economy.

**Economics 2.**—*Crime and Poverty.* A study of the causes of crime and poverty, of the principles of penology, of penal institutions, and charities and charitable institutions.

### **European History and Government**

**European History 1.**—*Ancient History to the Break-up of Alexander's Empire.* A survey of Oriental and Greek history.

**European History 2.**—*Roman History.* A survey of the Roman state, with emphasis on the last century of the Republic and on the period of the Empire to 476 A. D.

**European History 3.**—*Medieval History.* A survey of the Middle Ages and of the period of transition to the modern era, 476 to 1450.

**European History 4.**—*Modern History.* A survey of the modern world to 1915.

**European History 5.**—*Governments of Europe.* A general study of governments and political parties in the principal countries of Europe.

**European History 6.**—*The Economic History of Europe Since 1750.* A general study of the economic transformation of Europe since the beginning of the Industrial Revolution in England.

**European History 7.**—*The Constitutional History of England.* A special study of the origin and development of political institutions in England, with emphasis on the period before 1689.

**European History 8.**—*The French Revolution and Napoleon.* A special study of the period from 1789 to 1815.

**European History 9.**—*Europe Since 1815.* A general survey of Europe from the fall of Napoleon to the present time.

**European History 10.**—*The World War and Its Outcome.* A study of the recent colossal struggle and the problems growing out of it.

## GEOGRAPHY AND GEOLOGY

FREDERICK JOHN BREEZE, Professor.

ARTHUR CAMPBELL, Laboratory Assistant.

All courses in geography and geology are of collegiate rank and may be elected for credit on Fall courses of study.

## Geography

**Geography 1.**—*Principles of Geography.* This course is a study of selected geographic topics. The aim is (1) to enable the student to obtain a considerable body of geographic knowledge; (2) to give him an insight into the scope and content of scientific geography; and (3) to bring him in touch with the chief sources of geographic information. Open to all students. Fall.

**Geography 1A (2).**—*Elements of Geography.* A broad introduction to modern geography. This course is not open to students on the A. B. College Course.

**Geography 2.**—*Climate and Oceans.* A general introduction to modern geography, dealing with (1) the earth as a whole; (2) climate; (3) the oceans and their relations to the earth and life, especially to human affairs. Open to all students. Winter.

**Geography 3 (2).**—*Special Methods for Grade Teachers.* A professional course for students on the two-year course. A two-hour course.

**Geography 4.**—*Regional Geography.* A course in the regional study of the natural provinces of the world, including in general for each province the following: (1) position, size, configuration; (2) rocks, topography, soil; (3) climate and drainage; (4) natural resources; (5) products, industries, commerce; (6) geographic interpretation of the inhabitants; (7) relations to other regions; and (8) possibilities of future development. Open to all students.

**Geography 5.**—*Economic Geography.* A course dealing with the industrial and commercial activities of the chief regions of the world. Emphasis is placed upon the economic geography of the United States. Open to all students. Spring.

**Geography 6.**—*Geography of North America.* An interpretation of the continent of North America and its people, in the light of all phases of its geography. Open to all students who have taken Courses 1 and 2.



**Geography 7.**—*Geography of Europe.* This course is a study of the topography, climate, industries, and peoples of each of the countries of Europe. Open to students who have taken Courses 1 and 2. Fall.

**Geography 8.**—*Geography of South America.* A study of the continent of South America and its people, in the light of all phases of its geography. Emphasis, however, is placed on the industrial and commercial aspects. Open to students who have taken Courses 1 and 2.

**Geography 9.**—*Geography of Asia, Africa, and Australia.* The methods of Geography 4 are applied in the study of these continents. Open to students who have taken Courses 1, 2, and 3.

**Geography 10 (4).**—*Home Geography.* Field studies of the physical, industrial, and commercial geography of Muncie and surrounding country. Classroom discussions of the general problems in the teaching of home geography. Open to students who can satisfy the department that they can successfully pursue this course. Fall.

**Geography 11.**—*Studies in the Geography of the United States.* A study of the physiography and economic geography of the United States. Open to advanced students. Winter and Spring.

**Geography 12.**—*Geography of Indiana.* An intensive study of the topography, soils, climate, industries, commerce, and population of Indiana. Emphasis is placed upon physiographic influences. Open to advanced students. Spring and Summer.

**Geography 13 (4).**—*Special Methods for High School Teachers.* A professional course for students on the four-year course. A two-hour course. Summer.

**Geography 14 (4).**—*Geographic Literature.* Assigned readings in geographic literature, and written and oral reports of the same. Open to students majoring in geography.

**Geography 15.**—*Field Geography.* A field study of some important geographic unit in the United States. Last half of summer term. Open to advanced students.

**Geography 16.**—*Special Problems in Geography.* A consideration of selected problems in any field of geographic investigation. A two-hour course.

## Geology

**Geology 1.**—*Physiography*. A study of physiographic features and processes. Considerable attention will be given to the interpretation of topographic maps. Field trips are required. The course is open to all students who have had high school geography. Fall.

**Geology 1A.**—Continuation of Geology 1. Winter.

**Geology 2 (4).**—*Historical Geology*. An introduction to historical geology. Considerable field study will be required. Open to students who have had Geology 1 and 1A or equivalents. Spring.

**Geology 3 (4).**—*Geology of Soils and Mineral Fertilizers*. A study of soil-forming minerals and rocks, and of the processes of soil formation; also a study of the geological aspects of mineral fertilizers. Winter.

**Geology 4.**—*Field Physiography*. A field study of some physiographic unit in the United States. Last half of summer term. Open to advanced students.

## BOTANY AND AGRICULTURE

OTTO B. CHRISTY, Professor.

**Nature Study 1.**—The chief topics to be studied are birds, insects, trees, shrubs, flowers, and plant propagation.

## Botany

**Botany 1.**—*General Botany*. An introductory course dealing with the structure and physiology of plants, followed by a study of their evolution and classification.

**Botany 2.**—*Lower Plant Forms*. This is primarily a laboratory and field course.

**Botany 3.**—*Seed Plants*. This is largely a laboratory and field course dealing with seeds, seed germination, and the flowering plants.

**Botany 5.**—*Plant Physiology*. This course deals with the methods by which plants assimilate food and the influence of light, heat, moisture and gravity on plants.

**Botany 6.**—*Ecology and Economic Botany*. A study of the way in which plants live with their animal and plant neighbors, and



the way in which they adjust themselves to the nature of the soil and climate in which they live.

**Botany 7.—*Forestry.*** This comprises the study and identification of trees and shrubs found on the campus and in the forest. Forest problems will also receive special attention, and our school forest will be used for practical work.

**Botany 12 (4).—*Special Methods for High School Teachers.*** A two-hour professional course dealing with the methods, materials, and purposes of botany in the high school.

### Agriculture

**Animal Husbandry 1.—*Types and Breeds of Farm Animals.*** This course consists of a careful study of the different types and breeds of horses, cattle, sheep, and hogs. The laboratory work will be devoted to the judging and scoring of different kinds of farm animals. Fall and Summer.

**Animal Husbandry 3.—*Poultry.*** A study of the care and management of poultry on Indiana farms, types and breeds, hatching, brooding, housing, and the various poultry diseases and parasites.

**Animal Husbandry 4.—*Dairying.*** A study of the various breeds of dairy cattle, and the production of milk and its products. The laboratory work will consist of a study of cream separators, testing milk and cream, judging dairy cattle, and the keeping of dairy records.

**Agronomy 1.—*Soils and Fertilizers.*** A study of tillage in its relation to soil air, soil temperature, soil moisture, etc., also the best methods employed to maintain suitable soil conditions for plant growth.

**Agronomy 2.—*Cereal and Forage Crops.*** A study will be made of the more important farm crops and the best methods of growing them.

**Agronomy 5.—*Farm Management.*** The aim of this course is to emphasize the business side of farming. It includes a consideration of general and special systems of farming in their relation to certain conditions and market demands.

**Horticulture 1.—*Fruit Growing.*** The propagation and growing of fruit trees, bushes, and vines. The planting, pruning, spraying, and the general care and management of the orchard will be studied in this course.

**Horticulture 2.—*Gardening.*** Garden plans, the use of fertilizer, the control of insects and plant disease, harvesting, marketing and storing will receive special emphasis. The school grounds will be used to make the work practical.

## ZOOLOGY AND PHYSIOLOGY

RICHARD A. GANTZ, Professor.

FLORENCE O. HECK, Laboratory Assistant.

### Physiology

**Physiology 1A (2).—*Hygiene and Public Health.*** This deals with subject-matter which will help the student to control health. The more common diseases are studied with respect to casual organism and means of prevention. The class will visit milk supply stations, waterworks, meat markets, bakeries, heating and ventilating plants, and other institutions which effect health. Open to all students. Required for completion of the Two-year Course. Each Quarter.

**Physiology 2.—*General Survey.*** The aim of this course is to consider the basic physiological facts concerning the cell, muscular system, skeletal system, blood, circulation, and respiration, that the student may more fully appreciate the fundamental biological laws that adapt the human mechanism to its environment. Open to all students. Fall and Winter.

**Physiology 3.—**The nervous system, digestive system, excretory system, reproductive system, and special sense organs, will be studied as to structure and function. Spring.

**Physiology 4 (2).—*Methods of Teaching Physiology.*** This course is for teachers in elementary schools. Two hours. Spring.

### Zoology

**Zoology 1.—*General Zoölogy.*** This is an introductory course. It gives the student a general survey of the animal kingdom. The student acquires a knowledge of the structure and function of the organs of a typical invertebrate, such as an earthworm or a crayfish, and a typical vertebrate, such as a frog. Heredity, environment, development, economic relation, and classification will be discussed. Open to all students. Fall.



**Zoology 2.—*Invertebrate Forms.*** The morphology, physiology, and economic importance of typical animals from each phylum or race will be studied Winter.

**Zoology 3.—*Comparative Anatomy.*** A comparative study of fishes, amphibians, reptiles, birds, and mammals will be made. Spring.

**Zoology 4.—*Histology.*** Tissues of higher animals will be considered. The student will prepare a set of slides as a part of the laboratory work. Prerequisite: Zoology 1. Fall.

### Bacteriology

**Bacteriology 1.—**The student becomes acquainted with laboratory methods in cultivating and studying molds, yeasts and bacteria. Fermentation, sterilization, antiseptics, disinfectants, carbon cycle and nitrogen cycle are studied. This course is of special interest to students of agriculture. Prerequisite: Chemistry 1. Winter.

**Bacteriology 2.—**This course is applied bacteriology. It deals with bacteria of air, water, soil, milk, and other foods. Pathogenic forms will be considered. Prerequisite: Bacteriology 1. Spring.

**Bacteriology 3.—**The student will be given problems to be worked in the laboratory. Prerequisite, Bacteriology 1 and 2.

## PHYSICS AND CHEMISTRY

FRANK V. GRAHAM, Professor.

HARRY H. HOWICK, Assistant Professor.

The work of this department includes a group of courses in college physics and a group in general, organic, applied, and analytical chemistry.

**Physics 3.—*College Physics.*** This course deals with mechanics, molecular physics, and heat, and includes lectures, assigned reading, and laboratory work. It is open to students who have had or are taking plane trigonometry. Fall.

**Physics 4.—*College Physics.*** This course deals with magnetism and electricity, and is a continuation of Physics 3. Lectures, recitations, and laboratory work. Prerequisite, Physics 3. Winter.

**Physics 5.**—*College Physics.* This course is a continuation of Physics 4, and includes a general course in sound and light. Lectures, recitations, and laboratory work. Prerequisite, Physics 3.  
Spring.

**Physics 7.**—*Household Physics.* This is a course of applied physics for students of home economics. Open to all students.  
Fall.

**Physics 8.**—*Mechanics and Heat.* This course offers advanced work in the laboratory. The work is largely individual, with individual instruction as the work progresses. Prerequisites, Physics 3, 4, and 5.

**Physics 9.**—*Magnetism and Electricity.* This is an advanced laboratory course. The work is conducted in much the same manner as in Physics 8. Prerequisites, Physics 3, 4, and 5.

**Physics 11 (4).**—*Methods in Physics.* An attempt is made in this course to determine the purpose of teaching physics in the high school, the nature of the subject matter to be taught, the method of presentation, and the amount and nature of the laboratory work. Prerequisites, Physics 3, 4, and 5. Two hours.

**Chemistry 1.**—*General Inorganic Chemistry.* This is a course in the chemistry of the non-metals and their compounds. Special attention will be given to equilibrium and the modern theory of solutions. Open to all students.  
Fall and Winter.

**Chemistry 2.**—*General Inorganic Chemistry.* This course is a continuation of Chemistry 1, and includes the chemistry of metals and their more important compounds. Prerequisite: Chemistry 1.  
Winter.

**Chemistry 3.**—*Household and Food Chemistry.* This course will begin with the study of such portions of organic chemistry as are essential to an understanding of food composition. The work includes the study of water, liquid and gaseous fuels, hydrocarbons, classification and properties; alcohols, aldehydes, acids; examination of fruit products; carbohydrates; testing of flour, meals, cereals, etc.; fats—properties, testing for purity, soap-making; proteins, classification, properties, examination of eggs, meat, meat extracts, gelatine, milk and cheese; baking powders; tea, coffee, cocoa; and the preservation, adulteration, and artificial coloring of food products. This course should be taken by all students of home economics. The course is open to students who



have had Chemistry 1 and 2 or an approved course in general chemistry. Spring and Summer.

**Chemistry 4.**—*Qualitative Chemical Analysis.* The lectures of this course deal with the chemistry of the analytical reactions, and special attention is given to the development and application of the laws of equilibrium and of solutions. Prerequisite: Course 2. Fall.

**Chemistry 5.**—*Advanced Qualitative Analysis.* This course is a continuation of Course 4 and includes the identification of a wider range of substances and the analysis of more difficult mixtures. Prerequisites: Chemistry 1, 2, and 4. Winter.

**Chemistry 6.**—*Quantitative Chemical Analysis.* This course includes both gravimetric and volumetric analysis. Great stress is laid upon the accuracy and care necessary for successful quantitative work. Prerequisites: Chemistry 1, 2 and 4. Fall.

**Chemistry 7.**—*Organic Chemistry.* This course deals with the aliphatic series of the chemistry of the carbon compounds. Lectures and laboratory work. Prerequisites: Chemistry 1, 2, 4, 6. Winter.

**Chemistry 8.**—*Organic Chemistry.* This course deals with the aromatic series of the chemistry of the carbon compounds. Lectures and laboratory work. Prerequisite, Chemistry 7.

**Chemistry 9.**—*Advanced Quantitative Analysis.* Both gravimetric and volumetric. The course consists of proximate food analysis, water analysis, iron and steel analysis, electro-analysis, etc. Prerequisite, Course 6.

**Chemistry 10 (4).**—*Methods in Chemistry.* This course is for those students who are preparing to teach chemistry. It deals with the problems that are purely professional, such as methods of chemistry teaching, organization of the subject matter, examination of high school chemistry texts, construction and equipment of chemical laboratories, etc. Prerequisites, Chemistry 1, 2, and 4. Two hour course.

## MUSIC

VERNE E. HUMPHREYS, Professor.

**Music 1 (2).**—*Unprepared Work.* A course in sight-reading, ear-training and class elements of notation. This course may be elected by Class A and Class B students as a fifth subject.

Fall and Spring.

**Music 1A.**—An intensive course in sight-reading, ear-training, and notation, covering the work of grades one, two, and three.

**Music 2.**—Continuation of vocabulary and dictation work and introduction of chromatics, minor scale and its forms, melody writing and two-part sight-singing covering the work of the fourth and fifth grades of school. Required on Supervisor's Course. Prerequisite: Music 1. Fall and Winter.

**Music 3.**—Continuation of sight-reading, part-singing, dictation, melody writing and theory, covering the work of the sixth, seventh and eighth grades of school. Required on Supervisor's Course. Prerequisites: Music 1 and 2. Winter.

**Music 4 and 5.**—*Harmony.* A continuous course in constructive music and ear-training requiring two terms for completion. The subject considers scales, intervals, triads and the harmonizing of melodies employing chords through secondary chords of the seventh. Required on Supervisor's Course. Winter.

**Music 6 and 7.**—*History and Literature of Music.* Development of music from the earliest attempts to the present time. Supplementary reading outlined and phonograph records and other available numbers are employed for illustrative purposes. Fall and Winter.

**Music 8.**—*Elementary Music Methods.* This course is planned to present the problems of music in the elementary grades. Required on Supervisor's Course. Prerequisites: Music 1 and 2.

**Music 9.**—*High School Music Methods.* This course is planned to present problems in the junior and senior high schools and to develop teaching ability. Opportunity will be given for practical experience in conducting. Required on Supervisor's Course. Prerequisites: Music 3, 4 and 8. Spring.

**Music 10.**—*Advanced Sight Singing.* Open to students who have completed Music 1, 2 and 3. Required on Supervisor's Course. Spring.

**Music 11.**—*Orchestration.* A two-hour course in writing and arranging for the orchestra. Required on Supervisor's Course. Prerequisite: Music 4 and 5.

**Music 12.**—*Appreciation.* A two-hour course which is planned to increase the appreciation of the student for good music by teaching him how to listen to it. Victrola records and other



available material will be utilized. Required on Supervisor's Course. Open to all students.

**Music 13.—*Conducting*.** A two-hour course in conducting chorus and orchestra. Required on Supervisor's Course.

**Chorus (2).—*Unprepared Work*.** A two-hour course for the study of standard and miscellaneous compositions. Open to all students. Required on Supervisor's Course. Each quarter.

**Orchestra (2).—*Unprepared Work*.** Open to all students who play orchestral instruments. Each quarter.

## DRAWING AND WRITING

JOHN WESLEY RHOADS, Professor.

**Drawing 1.**—Drawing 1 is the beginners' course intended for those who have had little or no drawing and for those who may be required to teach without the help of a supervisor. It takes up the study of type forms, value scales, still life, and nature work. Figure work is given, in action and attitude, in skeleton and silhouette. Occasional outdoor sketching.

**Drawing 2.—*Design 1*.** This course deals with the simple units lines and spots, and includes rhythm harmony, balance and composition; tinting, stick printing, and block printing; plain lettering, still life, and nature work. Sketching and blackboard work are continued from Drawing 1. Open to students who have had Drawing 1 or 10.

**Drawing 3.**—This course treats of parallel, angular, and oblique perspective. Open to students who have had Drawing 1 or 10.

**Drawing 4.—*Design 2*.** This course takes up the study of decorative and structural design as regards purpose, material, and adaptability. Design of costume, furniture, and architecture. Color study. Open to students who have had Drawing 2.

**Drawing 5.**—This course consists of construction work. Paper folding, tearing, cutting, and pasting. Cardboard construction. Bookbinding with appropriate decoration. Art history and biography. Open to students who have had Drawing 1 or 10.

**Drawing 7.—*Pen and Ink*.** This course deals with still life, figure, and nature studies from the pictorial and conventional viewpoints. An introduction to commercial drawing. A four-hour prepared course open to students who have had Drawing 3.

**Drawing 10 (2).**—*Unprepared Work.* A general survey of the work in pencil, charcoal, and paint. Open to students on the two-year courses.

**Writing 1 (2).**—*Unprepared Work.* The aid of this course is two-fold: to improve the writing of the teacher and to provide her with intelligent, interesting, and effective methods of presentation in the several different grades or classes in school work. Psychological methods, means, and devices are studied throughout this course. Study is given to the styles of letters best suited to children of the different grades. Much attention is given to blackboard work, through the stress throughout the entire course is placed upon methods of teaching.

**Writing 2 (2).**—*Unprepared Work.* A four-hour course intended for students on the two-year courses. It is drill work and without the methods feature of Writing 1.

## COMMERCE

MARK EARL STUDEBAKER, Professor.

The courses in the Department of Commerce are outlined for teachers of commercial subjects who wish to take advanced professional training as well as for teachers or other subjects who wish to take their major or minor in Commerce. It is adapted to the needs of high school graduates, whether they have had commercial training in their regular high school course or not.

Students working on the special courses in Commerce outlined elsewhere in this catalog should be very careful to take their work in the proper sequence.

**Bookkeeping 1 (4).**—*Elementary Bookkeeping.* The fundamentals of business principles and record keeping. Books of account, business forms, financial statements, and closing the ledger are introduced.

**Bookkeeping 2 (4).**—*Partnership Bookkeeping.* The application of the principles in Course 1 applied to a partnership. Additional business forms, columnar books, controlling accounts, and departmental records are included. Prerequisite: Course 1.

**Bookkeeping 3 (4).**—*Corporation and Voucher Records.* An intensive study of business forms used in a manufacturing business with a cash journal, corporation, and voucher records. Prerequisites: Courses 1 and 2.



**Accounting 1 (4).**—*Elements of Accounting.* The theory of accounts and records including the interrelation of the economic and financial elements of a business. Prerequisites: Bookkeeping 1 and 2.

**Accounting 2 (4).**—*Principles of Accounting.* Classification and basic methods of accounting as applied to a scientific study of partnership problems. Prerequisite: Course 1.

**Accounting 3 (4).**—*Cost Accounting.* Elements and methods of cost finding, material cost, direct labor, and overhead expenses. Prerequisites: Bookkeeping 1, 2, and 3.

**Accounting 4 (4).**—*Corporation Accounting.* Various kinds of stocks, factory costs, depreciation, surplus, reserves, valuation, dividends, sinking fund, etc. Prerequisites: Courses 1 and 2.

**Accounting 5 (4).**—*Advanced Accounting.* Temporary and permanent investments, tangible and intangible assets, accounts and reports of receivers and trustees in bankruptcy, etc. Prerequisites: Courses 1, 2, and 4.

**Accounting 6 (4).**—*Problems.* A well selected list of problems taken from various C. P. A. examinations in several states. Prerequisites: Courses 1 and 2.

**Principles of Business (4).**—*Organization and Management.* The elementary principles of business illustrating the fundamental problems which necessitate record keeping.

**Principles of Salesmanship (4).**—*Business Efficiency.* A study of the underlying principles of salesmanship and personal efficiency.

**Stenography 1 (4).**—*Fundamentals.* A study of the elementary principles of phonetic writing.

**Stenography 2 (4).**—*Abbreviated Principles.* Phrase writing, prefixes, suffixes, word signs and other abbreviated principles are supplemented by elementary dictation exercises. Prerequisite: Course 1.

**Stenography 3 (4).**—*Advanced Reading and Dictation.* A review of the fundamentals followed by the reading of literary classics and special dictation drills. Prerequisites: Courses 1 and 2.

**Stenography 4 (4).**—*Speed Study.* A course designed to develop speed. Dictation from newspapers and magazines as well as reporting public speeches. Prerequisites: Courses 1, 2, and 3.

**Typewriting 1 (4).**—*Beginners' Course.* Fundamental principles of correct typing touch, rhythm drill, and practice for accuracy.

**Typewriting 2 (4).**—*Intermediate.* A review of exercises, spacings, letter forms, shaping up material, carbon copies, and practice copying. Prerequisite: Course 1.

**Typewriting 3 (4).**—*Advanced.* Speed practice, rhythm drill, legal forms, tabulating, billing, cutting stencils, and practice on special kinds of work. Prerequisites: Courses 1 and 2.

**Business Law 1 (4).**—*General.* A study of the fundamental problems underlying contracts and negotiable instruments will be made in this course.

**Business Law 2 (4).**—*Advanced.* Agency, bailments, real estate, insurance, sale of personal property, partnership and corporation laws will be studied in this course. Prerequisite: Course 1.

**Office Organization and Management (4).**—An intensive study of the inside workings of the modern business office. This course includes field trips to many of the large offices in the city.

**Commercial Education 1 (4).**—*Theory of Commercial Education.* The history and essentials of commercial education, the high school commercial course, commercial education surveys, and the commercial teacher in his community.

**Commercial Education 2 (4).**—*The Teaching of Senior High School Bookkeeping.* A two-hour course in methods of teaching bookkeeping in the senior high schools.

**Commercial Education 3 (4).**—*The Teaching of Senior High School Shorthand and Typewriting.* A two-hour course in methods of teaching shorthand and typewriting in the senior high schools.

**Commercial Education 4 (4).**—*The Teaching of Junior High School Commercial Subjects.* A two-hour course in methods of teaching commercial subjects in the junior high schools.

**Commercial Education 5 (4).**—*Supervised Business Practice.* Two hours daily to be spent in actual business practice in business offices of the city including a bank, manufacturing business, and general office.



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## INDUSTRIAL ARTS

ORVILLE ERNEST SINK, Professor.

BRUCE STOUT, Laboratory Assistant.

The work in this department falls into four divisions: Special Professional, Drawing, Wood Work, and Cement Construction.

### Special Professional Courses

**Theory of Manual Training and Vocational Education 1.**—This course includes the history and development of manual training and vocational education. A thorough study of the modern movement in vocational education is made, with special emphasis on state and national vocational education laws. This course is open to advanced students only.

**Special Shop Methods.**—This course deals with the special methods used in shop instruction.

### Drawing Courses

**Mechanical Drawing 1.**—This is a beginning course, which deals with orthographic projection, isometric drawing and development with special emphasis on working drawings. This course is open to all students. Each quarter.

**Mechanical Drawing 2.**—This course deals with machine drawing, free hand sketching of machine parts, tracing, and blue print making. The course is open to students who have had Mechanical Drawing 1. Fall and Spring.

**Mechanical Drawing 3.**—This course deals with transference of motion as applied to cams, gears, pinions, racks, and belts. The course is open to students who have had Mechanical Drawing 1 and 2.

**Mechanical Drawing 4.**—*Architectural Drawing.* This course is an elementary course which deals with details of construction, floor plans, and elevations of a wood frame building. The course is open to students who have had Mechanical Drawing 1.

Winter and Summer.

**Mechanical Drawing 5.**—*Architectural Drawing.* This is a continuation of Course 4, and includes plans and specifications of more complicated frame and brick buildings, also perspective drawings of buildings. The course is open to students who have had Courses 1 and 4.

### Wood Working Courses

**Wood Work 1.—*Bench Work.*** This course is an introductory course in bench work. It is a teachers' course, covering analysis of tool processes, shop equipment and arrangement, and courses of study. It is open to all students. Each quarter.

**Wood Work 2.—*Carpentry.*** This course deals with the fundamental principles of frame building construction. The theory of the steel square as applied to rafter and brace cutting forms a large part of this course. It is open to students who have had Wood Work 1. Summer.

**Wood Work 3A.—*Furniture and Cabinet Construction.*** This course is an advanced bench working course. Outline and constructive design as applied to furniture forms a part of the course. It is open to students who have had Wood Work 1 and Mechanical Drawing 1. Each quarter.

**Wood Work 3B.—*Furniture and Cabinet Construction.*** This course is a continuation of Course 3A. The course is open to students who have had Mechanical Drawing 1 and Wood Work 1 and 3A.

**Wood Work 4.—*Wood Turning.*** This course deals with spindle, fireplate, and chuck turning. Modern designs of candlesticks, lamps, and other ornaments are used as a basis for instruction. The course is open to students who have had Wood Work 1. Winter.

**Wood Work 5.—*Pattern Making.*** This is an elementary course which deals with the fundamental principles involved in pattern making. The course is open to students who have had Wood Work 1 and 4 and Mechanical Drawing 1 and 2. Each quarter.

**Wood Work 6.—*Pattern Making.*** This is a continuation of Course 5. It is open to students who have had Wood Work 1, 4, and 5 and Mechanical Drawing 1 and 2.

**Wood Work 7.—*Mill Work.*** Fall, Winter and Spring.

**Wood Work 8.—*Wood Finishing.*** This is a two-hour course dealing with the different methods of finishing and refinishing furniture.

### Cement Work

**Elementary Cement Work 1.—**This course deals with the fundamental principles involved in cement construction as related to the farm and to building. It is open to all students.



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## HOME ECONOMICS

MARGUERITE T. DEBS, Professor.

Courses in this department are outlined to present all phases of home economics, so as to meet the needs of teachers majoring in this subject. The courses in foods are planned to emphasize the scientific principles in order that the teacher shall have a foundation for teaching the subject in the elementary and secondary schools, where the practical rather than the scientific side is used. The courses in sewing present the fundamental principles of sewing and their application, and show how to teach them. The laboratory work in both phases of home economics is practical as well as experimental.

Students registering for the first time in home economics should select home economics 1, 2, or 5. If more advanced work is desired, they should consult the head of the department.

The courses described below will be offered during the year 1921-1922.

**Home Economics 1.—*Textiles.*** A study of textile fibers, weaves, standard and adulterated fabrics. Emphasis will be placed on the identification of materials and the principles of dyeing, laundering, and stain removal. This course is open to all students.

**Home Economics 2.—*Sewing.*** The fundamental principles of sewing are studied and applied to simple articles. Special emphasis is given to the method of teaching beginning sewing. This is open to all students.

**Home Economics 3.—*Sewing.*** A course dealing with drafting and alteration of patterns and the principles applied to simple dressmaking. This course is open to students who have had Home Economics 2 or its equivalent.

**Home Economics 4.—*Sewing.*** This course deals with advanced dressmaking in which silk and wool materials are used and the artistic side of sewing developed. This course is open to students who have had Home Economics 3.

**Home Economics 5.—*Foods.*** The purpose of this course is to give a working knowledge of the composition and classification of foods and their use in the body. A detailed study is made of carbohydrate and protein foods. Chemistry 1 must be carried with this course if the student does not have credit in it. This course is open to all students.

**Home Economics 6.—*Foods*.** A continuation of Home Economics 5. Protein foods are completed and a study made of batters and doughs. Chemistry 2 must be carried with this course if the student does not have credit in it. This course is open to students who have credit in Home Economics 5.

**Home Economics 7.—Planning and Serving Meals.** A study of the principles of menu making and rules of serving Laboratory work includes application of the above points. This course is open to students who have had Home Economics 6.

**Home Economics 8.—*Dietetics*.** A study of the food requirement of various of individuals and the factors that influence this requirement. Nutritive values of food materials are considered and calculated menus are made for all types of diet. Malnutrition is studied. This course is open to students who have had Home Economics 7 and Food Chemistry 3.

**Home Economics 9.—*The House*.** This course deals with the planning, furnishing, management, and care of the house. A study is made of the economics and the scientific factors which influence the home. Business methods and sanitation are discussed in relation to the home.

**Home Economics 10.—*Organization of Home Economics*.** The purpose of this course is to present teaching problems of home economics. Summary of all home economics is made so as to enable the student to see the real purposes of teaching home economics. A working basis is developed, from which teachers may plan courses in all lines of home economics work and for the various types of schools.

**Home Economics 11 (2).—*Special Methods for the Grades*.** This course deals with the problems of teaching home economics in the elementary schools. Open to students on the Two-Year Course.

**Home Economics 12 (4).—*Special Methods for the High School*.** This course deals with problems of teaching home economics in the high school. Open to students on the four-year courses.



# DEPARTMENTAL STATEMENTS

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## PHYSICS

ROBERT GREENE GILLUM, *Professor.*

JAMES FRANCIS MACKELL, *Assistant Professor.*

JOHN M. MORRIS, *Laboratory Assistant.*

1. **Mechanics.**—(1) Matter and its divisions, properties and conditions. (2) Motion and force, work and energy, gravitation, falling bodies, the pendulum, simple machines, hydrostatics and pneumatics. Each quarter.

2. **Sound, Heat, Light.**—(1) Sound; Nature of sound, velocity, reflection and refraction of sound, wave motion, characteristics of tone, forced and sympathetic vibrations, laws of vibration, etc. (2) Heat: Nature of heat, temperature, production and transference of heat, effects of heat, measurement of heat, relation of heat to work. (3) Light: Nature of radiation, velocity and intensity of light, reflection and refraction of light, spectra, chromatics, interference, polarization, and optical instruments. Each quarter.

3. **Electricity.**—Electricity and magnetism, static and current electricity; magnetism, electric generators, electro-magnetic induction, electrical measurements, and some of the more important applications of electricity. All points in the class work are fully illustrated by experiment. The laboratory work in general physics is all quantitative work, and the time of each course for the first year is divided about equally between the recitation and the laboratory work. Each quarter.

4. **Advanced Physics.**—Mechanics. This course should follow one year's work in high school physics, or Courses 1, 2 and 3 in the Normal School. It presupposes a course in trigonometry. Four hours per week. Fall quarter.

5. **Advanced Physics.**—Heat. This course offers advanced work in class and laboratory. The work is largely individual, and the library is constantly used. It presupposes a course in trigonometry. Four hours per week. Winter quarter.

6. **Advanced Physics.**—Electricity and Magnetism. Attention is given to the history of electrical theories and electrical discoveries. This course may follow 1, 2 and 3, and should follow trigonometry. Four hours per week. Spring quarter.

7. **Advanced Physics.**—Sound and light. An advanced class and laboratory course following the preceding course. Four hours per week. Summer quarter.

8. **Methods in Physics.**—This course is intended to prepare students to teach physics in the high schools of the state. It will attempt to show the place of physics in relation to the other scientific subjects, and the work will be organized to show the best means of presenting the subject to high school students. Laboratory work and the arranging and making of simplified forms of apparatus will be given considerable emphasis. This course should follow 1, 2 and 3. Four hours per week.

Fall and Winter quarters.

9. **Household Physics.**—This course is offered to supplement the work in Home Economics. The course will consider the following topics:

Heat: Heating systems, types of stoves, gas supply, ventilation, refrigeration.

Light: Lighting systems.

Electricity: Labor-saving appliances, telephone, motors.

Water: Water supply, sewers, plumbing.

Household Conveniences: Dumb-waiters, elevators, engines, fire extinguishers, etc. Each quarter.

10. **Physics of Agriculture.**—This course is offered to students who are expecting to take work in agriculture and the course will attempt to consider the application of physical principles to the courses in agriculture. The course will be one term of twelve weeks. Fall and Winter quarters.

11. **Applied Mechanics.**—A general course consisting of lectures, excursions to factories, electric plants, and laboratory work. A number of exercises are considered dealing with some of the practical appliances such as the construction, operation and uses of pumps, water motors, elevators, clocks, engines, water systems, water heaters, musical instruments, the camera, microscope, projectoscope, electric lighting, the uses of electricity in the household, ammeters, voltmeters, wattmeters, water meters, gas meters, cells, telephone motors and generators.



12. **Applied Mechanics.**—A more extended course of the practical application of physics, including work in the construction and manipulation of practical apparatus for demonstrating the principles of mechanics, sound, heat, light and electricity. Courses 11 and 12 are intended to supplement the work in industrial arts and presupposes some knowledge of physics.

13. **Laboratory Practice and Shop Work.**—This is a practical course in laboratory methods, in laboratory manipulation, and shop work in designing and making simple pieces of apparatus for illustrating the more elementary principles of physics. It may be used as a review course for those who have had a text book course, but poor laboratory facilities. Four hours per week.

14. **Experimental Mechanics.**—This course offers a thorough training in advanced laboratory work in mechanics and hydrodynamics. The course is intended as a companion course to course 4 and may follow or accompany it. Four hours per week.

Fall and Summer Quarters.

15. **Experimental Heat.**—Laboratory problems in advanced heat and thermodynamics following or accompanying course 5. Four hours per week.

Winter Quarter.

16. **Experimental: Electricity and Magnetism.**—A thorough treatment of the experimental side of electricity and magnetism. A companion course to course 6. Four hours per week.

Spring quarter.

17. **Experimental Sound and Light.**—Laboratory problems in acoustics and optics. Follows or accompanies course 7.

Summer quarter.

18. **Electrical Measurements.**—An advanced course in the use of high grade sensitive electrical instruments. Open to students who have had courses 6 and 16. Four hours per week.

Fall and Spring quarters.

19. **Radioactivity and Conductivity.**—A course intended for students majoring in Physics, and who intend to continue in graduate work elsewhere. The work will be largely individual in nature, and it will offer an opportunity for the student to apply his shop work to practical problems of designing and making special pieces of apparatus necessary for the successful pursuit of his project. Four hours per week.

Winter quarter.

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PHYSIOLOGY.

LOUIS JOHN RETTGER, Professor.

DONA GAYLER, Assistant Professor.

EDWIN B. BOOTS, Laboratory Assistant.

**COURSE 1. Problems of Health and Disease.**—The work of this course deals with the fundamental facts of Sanitation and Immunology. The physiological factors involved in natural resistance to disease and in acquired immunity are studied in the light of modern conceptions of immunology and bacteriology. Special effort is made to acquaint the student with that growing field of knowledge of diseases and their causes and the methods for their prevention which is one of the crowning achievements of modern science, and which every person should understand in order to act intelligently and effectively in all efforts to promote the individual and the public health. Whenever possible the relations of this general knowledge to the particular problems confronting the teacher are emphasized, and the stress is laid upon acquainting the teacher with all those sanitary requirements of the school which undergird effective instruction.

**COURSE 1A. School Hygiene (2).**—This is an introductory course, also dealing with the fundamental facts of Sanitation and Hygiene, but is presented more specifically from the standpoint of the teacher of the elementary grades. In addition to the general hygienic aspect, general physiological facts are studied to determine their suitability as material for instruction in the grades.

**COURSE II. General Survey.** It is the aim of this course to consider the basic physiological facts concerning the cell, muscular system, skeletal system, the blood, circulation and respiration, to the end that the student may more fully appreciate the fundamental biological laws that adapt the human mechanism to its environment. To this end the facts are treated from a comparative point of view. A consideration is made of individual development and of the development of races, together with the recent advances in the science of genetics, in so far as these throw light upon the above topics. The student is required to do a considerable portion of the work in the laboratory. The historical aspect of the subject will receive attention.

**COURSE III. The Physiology of Digestion and Nutrition.**—



The purpose of this course is to present the modern conception of the composition, the digestion and the assimilation of the foods and the reflex and nervous control of the digestive organs. The laboratory work consists of the execution of about one hundred experiments showing the chemical and physical processes involved in digestion.

**COURSE IV. The Elements of Neurology.**—This course includes a study of the nervous system and the special senses. The anatomy and histology of these organs are made the basis of the laboratory work. The course is planned for such students as desire a more critical study of the physiology of the nervous system and special senses as a proper introduction to psychology and pedagogy. The emphasis is, therefore, laid upon the contributions of neurology to psychology and pedagogy.

**COURSE V. Pathogenic Bacteriology.** This is an introductory course in the field of bacteriology, emphasizing as much as possible the hygienic problems met in the common school. The general course in Bacteriology (in Department of Zoology and Botany) is a prerequisite.

The student qualified to enter upon these courses may determine the order in which he will take them. Students on the College Course may elect any three of these courses to satisfy the requirements for the year's work in science in the College Course. Students wishing to continue their work in this Department beyond the five regular courses offered, will be assigned individual work, largely in the laboratory, upon such problems as the student's interest and previous training may warrant.

The physiology laboratories are large, well-equipped rooms with special tables for laboratory work. The tables are provided with good microscopes, knives, needles, reagents and such other apparatus as is necessary in the study of the subject. In addition to over fifty such individual table places, the school possesses some of the best general apparatus available, such as is usual in laboratory courses in physiology.

## ENGLISH AND AMERICAN LITERATURE

CHARLES MADISON CURRY, Professor.

MARY ELINOR MORAN, Associate Professor.

ELIZABETH MARY CRAWFORD, Assistant Professor.

The courses offered are planned to cover the entire field of English and American literature both by means of general survey

courses and courses of more intensive study of specific periods and authors. Since the students in these courses are all preparing for work as teachers, emphasis is constantly placed upon these phases of the study that relate to the uses of literature in a system of education. Not only is a wide acquaintance sought with the literature itself, but the problem of choice for the earlier stages of learning and the problem of most effectively using literature as a means of education are constantly kept in mind. In all these courses the actual reading and class discussion of significant pieces of literature are the essential features. Biographical and historical matters are not neglected though subordinated to the main purpose.

The order in which the courses are enumerated indicates nothing as to their relative difficulty. For convenience they are numbered in consecutive order, but it is not necessary that they should be taken in this order. Students majoring in the department should arrange their work in consultation with the Head of the Department. Students preparing to teach in the grades should take Course 20, unless other arrangement is made through consultation.

1. **The Development of English Literature.**—An outline course designed to give a general view of the relations of periods and authors to each other, and to form a basis for the more intensive studies of other courses. Readings from a wide range of writers, lectures, and class discussions.

1A. **The Development of American Literature.**—A general survey or first view of the entire field of American authorship. Extensive reading from a wide range of selections, lectures, and class discussions.

2A. **Literary Types.**—An introduction to the problems and elements of literary study. The study of a large number of typical productions from the fields of epic, lyric, and dramatic poetry.

2B. **Literary Types.**—A continuation of the preceding course, with emphasis placed upon the various forms of prose writing, particularly the novel, the short story, and the essay.

3. **English Poetry: Victorian and Later.**—Studies in a number of the poets of the period from Tennyson, Browning and Matthew Arnold to Kipling, Masfield and Noyes.

4. **English Poetry: Early Nineteenth Century.**—The culmina-



tion of Romanticism in Wordsworth, Coleridge, Scott, Byron, Shelley and Keats.

5. **English Poetry: Eighteenth Century.** The classical period and the romantic reaction, illustrated by studies ranging from Dryden and Pope to Burns and Cowper.

7. **Shakespeare.**—The close study of a few plays and the rapid reading of others in an effort to understand and appreciate the main elements of Shakespeare's power as an interpreter of life, and the main features of a dramatic treatment of material. Studies in Shakespeare's life and times.

8. **English Prose.**—Studies from some of the leading prose writers of the nineteenth century included in the following list: Lamb, DeQuincey, Hablitt, Carlyle, Ruskin, Newman, Macaulay, and Matthew Arnold.

9. **English Fiction.**—Several important novels, mainly of the last century, will be read and discussed. Various topics connected with the structure, history and importance of the novel as a literary form will be considered.

10. **American Fiction.**—A study of America's contribution to the field of the novel. At least a half-dozen novels from Cooper, Hawthorne, Howells and others will be studied in detail. The leading tendencies in the fiction of the present day will have attention.

11. **American Poetry.**—Studies in Poe, Longfellow, Lowell, Whittier, Bryant, Emerson, Holmes, Whitman, and Lanier.

12. **American Prose** (exclusive of the novel).—A wide range of material from the Colonial and National periods will be covered, with more extended studies in Franklin, Irving, Thoreau, Emerson, Lowell and Holmes.

13. **Robert Browning.**—The principal dramatic monologues, several of the shorter dramas, and *The Ring and the Book*.

17. **The Teaching of Literature in High School.**—A course in special method, made up mainly of illustrative studies in handling selected pieces of literature usually included in high school courses. The practical difficulties to be met in teaching literature to pupils of high school age, and the problem of directing the reading outside the classroom will receive attention.

18. **Recent Poetry.**—The reading and discussion of poetry produced in recent years by American and English writers. Prob-

lems of material and structure will be raised only as a means of widening the interest in what poets of the twentieth century are doing.

20. **Children's Literature.**—A study of the material most available for the work in literature throughout the grades, together with the problems of arrangement and methods of handling. The various groups of traditional material, such as rhymes, fables, fairy stories, myths, legends, will be considered, and attention will be directed to the best writing of recent times suitable for children, including the fantastic and realistic tale, nature literature, and biography. This course is required for students on the two-year course.

## HISTORY OF EDUCATION

FRANCIS M. STALKER, Professor.

———, Assistant Professor.

1. **Introduction to Education.**—A study of the real meaning of education today and of the scientific attempts to solve its problems, with an application of its principles to some of the earliest types of civilization. The course is largely modern and practical.

2. **Greek and Roman Education.**—A brief survey of the life, philosophy, and education of the Greeks and Romans covering the culture of these nations and its influence on our civilization.

3. **Renaissance Education.**—A course showing how the educational ideal in the world became religious and emphasizing particularly the European historic background of modern education.

4. **Leading School Systems of Europe and America.**—A comparative study of a few systems showing the underlying national characteristics in their development.

5. **Education in Indiana.**—The history of education in Indiana from the Northwest Territory to the present time, with special stress upon current problems, such as those of the rural school, high school reorganization, standardization, surveys, supervised study, and the township unit.

6. **School Organization and Administration.**—A discussion of the principles underlying the school as an institution and of the most approved practices in carrying it on.



7. **Education in the United States.**—A study in detail of the development of public education in America with a brief survey of its European background.

## DRAWING AND WRITING

WM. T. TURMAN, Professor.

The Drawing courses are designed to furnish practice, as well as guidance, in teaching the subject, in such Drawing work as is given in the grades and to prepare for more advanced work in High School and in Supervision.

COURSES 1 and 10.—(Open to students for credit on courses other than college courses.) This course is elementary in the various phases of the subject; as: pencil holding; measurements; color, crayons, etc. Course 1 is a "regular"—not a college subject—and has assignment for work to be done outside and may not be taken as one of five unless by special permission of the "Committee on Irregular Work." Course 10 is an "*unprepared*" course in the new two year elementary course of study and all work is done during the recitation—the same work that students in course I do. Every term.

COURSE 2.—More advanced, along lines given in Course 1 and some mechanical problems in which drawing instruments are used; constructive drawings; surface developments and perspective. Outdoor sketchings. Winter and Summer.

COURSE 3.—More advanced problems in Perspective and some pen drawing. Spring term.

COURSE 8 (design 1).—Theory of Design and its application to construction of units and space filling.

Course 1 a prerequisite. Without previous practice, in drawing, students do unsatisfactory work. This course is offered as an aid to students taking certain vocational courses and for students who may wish some help in the study of design in general. Fall and Winter.

COURSE 9 (Design 2).—Application of Design to useful objects—theory—and in a few cases to the thing itself. Courses 1 and 8 must precede. Spring term.

COURSE 11 (Art History).—Pictorial composition is considered first and then picture study of the famous paintings of the world.

Biography and stories concerning artists and their paintings.

Emphasis is given to the art of our own country and to the present day masters.

No drawing in this course and no prerequisites.

Fall and Winter.

### Writing

COURSE 20. **Unprepared Course**, but is open to any student at any time whether for practice or for credit on the proper courses.

The course in Writing gives practice and attention to needed positions and movements in writing on paper and on the black-board. To break off bad habits of position and movement and to form habits that are good and to acquire a legible, rapid, easy style of handwriting is the first requirement. The methods used will do this and the proper application, by the student, will enable her to show how in her school room.

Every term.

## ENGLISH

JOHN B. WISELY, Professor.

VICTOR C. MILLER, Assistant Professor.

SARA KING HARVEY, Assistant Professor.

The work of this department deals with two units of language—the sentence and connected or related sentences, i.e., discourse. The first two courses offered below and Course 12 deal with the sentence; the others deal primarily with discourse. It is the purpose of all the work to help the student to obtain for himself not only a knowledge of the science side of English, the principles, laws, and usages of standard English, but to give him also by much practice in writing and speaking as much skill as possible in the use of language.

In the work in Composition, three general lines are followed:

a. A critical study of models of the different forms of discourse is made for the purpose of enabling the student to discover the central idea in all discourse, the relations in the process as determined by the theme, and the laws of the process as determined by the mind addressed. For this purpose, masterpieces of our best writers are used as far as practicable. In this way the student becomes acquainted with the principles of discourse in their concrete embodiment, and forms a standard by which to criticize his own writing.



b. The student is helped to formulate the above-mentioned inferences into the science of discourse by reference to different text on the subject.

c. A great deal of writing under careful criticism is required. The following courses are offered:

1. (2) **The Sentence Sense.** The nature of the thought, which the sentence expresses, and its elements, the nature of the sentence and its parts, classes of ideas and kinds of words used in expressing them, modifier, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase. In addition to this work in reflective grammar for Seventh and Eighth Grade or Junior High School pupils, a part of the work is written, showing how children in the lower grades may be led to acquire the sentence sense and to combine sentences into about three-sentence paragraphs.

2. (2) **Compound and Complex Sentences.** The clause, the compound sentence, uses of words, phrases, and clauses in forming it, with special emphasis on the connective words in the complex sentence. About a third of the work in this course is written, showing how to develop the paragraph sense.

3. (2 or 4) **Elementary Composition.** The work consists in practice in writing the four forms of discourse with a view of developing more fully the paragraph sense. In connection with this work there is a thorough review of "parts of speech", with stress on singulars and plurals of nouns, masculine and feminine forms, forms of pronouns, principal parts of irregular verbs and their uses, etc., and the infinitive and participle.

12. (4) **College Course Grammar.**—This course is intended to present somewhat in detail those parts of the subject-matter of English grammar which should be taught in a half year's course on the subject in the high school. The method of teaching the subject is worked out in connection with the presentation of the subject-matter. Students who elect this course should do so before entering upon English 4, as the work here offered will be in the nature of a preparation for Composition. The course is elective and is open to students of the College Course only.

4. **Description and Narration.**—The work of this course deals with the discourse forms of description and narration, and gives instruction in the theory and practice of English composition. The theory of composition is taught by recitations based upon

Clippinger's Written and Spoken English, supplemented by the best texts in our tolerably complete text-book reference library, and by oral and written exercises. The practice is obtained in the writing of daily themes, some of which are written in the class room, on topics announced after the class has assembled; and in the writing of longer themes prepared fortnightly.

The daily and long themes are carefully criticised by the teacher and returned to the student to be revised or rewritten. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher.

Considerable reading is required in this course aside from text-books. The short stories of Hawthorne, Poe, Dickens, Kipling, Stevenson, etc., together with samples of description from these and from Thackeray and Irving are made use of in the class.

Students on the Normal courses are not eligible to this course until the required work in English Grammar has been completed. Course 4 is required of all students. Students on the College Course who elect Course 12 should complete that before taking up English 4, but English 4 is freshman work for students on the College Course and must be completed by the close of the first year.

5. **Exposition.**—The practical work of this course consists mainly in writing Exposition and illustrates the kind of work which may be required of high school students. The elements and the qualities of style are discussed and illustrated from standard authors.

The short daily themes and the longer weekly themes are carefully criticized. Explanations and comments upon these criticisms will receive much emphasis in class conferences, since the heavy work for the teacher of Composition lies in marking the written work of pupils and helping them to correct their errors. About one-third of the time is given to Oral Composition. This course has been planned especially to meet the needs of teachers of English in high schools.

6. **Argumentation.**—The theory of argumentation is taught by recitations based upon Pattee's Practical Argumentation, supplemented by use of our text-book reference library. Students are required to prepare two complete written arguments of five to six thousand words each, for which they previously prepare complete written briefs. In addition to this each stu-



dent takes part in at least three debates. He is expected to prepare carefully briefs for these debates and to furnish the teacher with at least one written brief. The work is carefully criticised by the teacher and, in case of the written work, returned to the student for revision or rewriting. For purposes of debate, the class is divided into sections of four and the discussions of each section are carefully criticised in recitation by the members of the other sections and by the teacher. Courses 4, 5 and 6 are required of all students who are majoring in English Literature.

7. **The Oration.**—The purpose of the course is to study, by lectures, class-room work, and writing, the forms of public address; to provide opportunity for the practice of the element of persuasion, discussed in course 6, and to emphasize the importance of style in public discourse.

8. **Short Story Writing.**—A course for advanced students in Composition in which a study of the Short-Story is made, with practice in writing it.

9. **Rhetoric.**—Analyses of literary masterpieces with a concrete study of rhetorical principles and writing.

10. **Sources.**—History of the growth of English and a study of text-books on the subject. Book reviews.

11. **Essay.**—A study of English and American essays with practice in writing. This course is similar to that on the Short-Story.

13. **The Teaching of English in the Grades.**—A study of the problem of English in the grades of the public schools below the Seventh. What should a child know in English when he reaches the seventh Year, and how can we best teach him these things? Twice a week, Mondays and Wednesdays.

14. **The Teaching of Composition in the High School.**—A study of the problem of teaching Composition in the high school. The course is based upon a study of such work as, Judd's Psychology of High School Subjects, Babbitt's Curriculum, Starch's Educational Psychology, Rugg and Clark, University of Chicago Monograph, The Reorganization of English in Secondary Schools, Bureau of Education Bulletin, No. 2, 1917, etc. An effort is made in this course to determine the purpose of teaching Composition in the high school, the nature of the subject-matter to be taught, and the method of teaching it. Twice a week, Tuesdays and Thursdays.

## MATHEMATICS.

OSCAR LYNN KELSO, Professor.

FRANK RAWDON HIGGINS, Associate Professor.

CATHERINE KENNEDY, Instructor.

1. (2) **Teachers' Course in Arithmetic.**—Origin, definitions, and expression of number; the fundamental operations with integral and fractional numbers; English and French systems of weights and measures; ratio, proportion, and involution and evolution. Each Quarter.

2. (4) **Teachers' Course in Commercial Arithmetic.**—The usual topics set forth in courses in the subject and such additional matter as the teacher may offer. Over half of the term is given to percentage and its applications. Each Quarter.

3. (2) **The Teaching of Mathematics in the Grades.**—Two days per week are given to the subject-matter in the courses of study as set out by the State, and two days per week are given the presentation or teaching of the subject. Four hour course.

4. (4) **Teaching of Mathematics in the High School.**—Two days per week are given to a discussion of the subject-matter in the high school course and two days to the teaching of the subjects.

5. **Introduction to the Elementary Functions.**—Measurement. The co-ordinate system. Applications to some problems in elementary geometry. Graphical representations of functions and statistical data. Graphical solutions of first and higher degree equations.

6. **Solid and Spherical Geometry.**—The usual topics of the subject are presented with emphasis placed upon those of more immediate applications.

7. **College Algebra I.**—A view of elementary algebra organized about the idea of functional relations between quantities. This course is opened to all high school graduates.

8. **College Algebra II.**—This course is a continuation of course 7 with emphasis placed upon integral and fractional functions, determinants, and infinite series.

9. **Trigonometry.**—Definitions of eleven trigonometric functions, trigonometric formulae, goniometry, solutions of triangles,



and the study of trigonometric equations together with direct and inverse functions. Open to all high school graduates.

10. **Analytic Geometry.**—A study of the curves frequently used in applications of mathematics by the methods of analytic geometry. This course is open to those who have completed courses 5, 7, and 9.

11. **Differential Calculus.**—The derivative and differential of various classes of functions, and typical applications of the calculus to problems of geometry and the sciences. Open to those who have completed course 10.

12. **Integral Calculus.**—Should follow course 11.

13. **History and Teaching of Elementary Mathematics.**—This course is based on such publications as those of J. W. A. Young, David Eugene Smith and others. Reference is made to the lectures of Professor Judd on high school mathematics.

14. **Differential Equations.**—Open to those who have finished courses 10, 11 and 12.

## LATIN

FREDERICK H. WENG, Professor.

FREDERICK GILBERT MUTTERER, Associate Professor.

The courses offered in this department are arranged approximately in the order in which they can be taken to the best advantage but it is not necessary to observe this order in all cases. Latin 1 is intended for students who have had no Latin in high school. Students who have had two years in a commissioned high school should begin with Latin 5 or 6. When Latin 5 is not offered, Latin 2 may be substituted for it. Those who have had three years should begin with Latin 5 or 7. Those who have had four years should begin with Latin 9 or 10. Students who feel that their work is weak in any particular, or who have not had Latin for some time, will be allowed to take such other courses as will best suit their needs, but they should consult the head of the department in the matter before enrolling in the classes.

Students who major in Latin must have, as part of their work, course 20 and either 17 or 19, and at least three courses numbered 11 to 16. Courses 8 and 18 are not translation or reading courses. Some knowledge of Latin is necessary for course 8, and desirable,

though not necessary for course 18. Both of these courses are open to all students of the school. Other Latin courses are open only to college students.

Course 20 ought to be taken before Practice, or Supervised Teaching, in Latin.

1. **Beginning Latin (4).**—For students who have had no Latin.  
Given Every Quarter.
2. **Elements of Grammar.**—Continued from Course 1. (4).  
Given Every Quarter.
3. **Easy Reading (4).**—Easy Latin stories.  
Fall 1921, Spring 1922.
- 4.A **Caesar's Gallic War (4).** Winter 1922.
- 4.B **Nepos, "Biographies" (4).**—These courses are of about equal difficulty. Summer 1922.
5. **Grammar Review and Composition (4).**—Intended chiefly for students coming directly from the high school, with two or three years of Latin, who feel the need of strengthening their knowledge of grammar. Fall 1921, Spring 1922.
6. **Cicero's Orations (4).** Fall 1921, Spring 1922.
7. **Virgil's Aeneid (4).**—In this course stress is laid on careful translation, and the mythological allusions are explained. Considerable metrical reading is done in class.  
Winter 1922, Summer 1922.
8. **The Latin Element in English.**—A brief survey of the history of the English language is taken to see when and how Latin words were introduced into English. Prefixes and suffixes coming from the Latin are studied, likewise Latin and Greek roots and stems. Words are also traced in their development whenever possible. This course is open to all students on any course, college or normal. Winter 1922, Summer 1922.
- 9.A **Ovid (4).**—Selections from his Metamorphoses and other poems. About as difficult as Virgil. Fall 1921.
- 9.B **De Senectute or De Amicitia (4)** and Composition if desirable. Winter 1922.
10. **Terence (4).**—Two or three of his comedies. Summer, 1922.
11. **Sallust's Jugurthine War (4).** Spring 1922.



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| 12. <b>Livy's History of Rome (4).</b>           | Summer 1922. |
| 13. <b>Cicero's Letters (4).</b>                 | Fall 1921.   |
| 14. <b>Horace's Odes (4).</b>                    | Winter 1922. |
| 15. <b>Seneca's Essays (4).</b>                  | Spring 1922. |
| 17. <b>Advanced Grammar and Composition (4).</b> | Summer 1922. |

18. **Greek and Roman Literature.**—No prerequisite in Latin. This course is open to students on any courses, normal or college. Important periods and types of literary production are studied. Those forms of ancient literature which have influenced English and other modern literatures are given attention from that point of view. Fall 1921, Spring 1922.

20.A **Teachers' Course in Latin (4).**—A two hours' course discussing the aims and methods of teaching Latin, translation, composition, collateral work, the material for reading, the equipment necessary for Latin work in the high school. A general survey is made of the field of classical study. Winter 1922.

20.B **The Direct Method of Teaching Latin (4).**—A two hours' course accompanying 20A, in which the student gets considerable practice in speaking Latin. Winter 1922.

NOTE:—One hour a week is generally devoted to collateral work, such as Greek and Roman Art, Roman Life, Rome, Pompeii, Inscriptions, etc. in courses 11 to 16.

## HISTORY AND ECONOMICS

FRANK SMITH BOGARDUS, Professor.

CHARLES ROLL, Assistant Professor.

BIRCH BAYH, Assistant Professor.

The work of this department appears in five groups—American History, European History, Economics, Sociology, and the Teaching of History.

### Elementary U. S. History.

Two courses in elementary U. S. history are offered, E.1 and E.2. They are set apart as common branch subjects for students on the A and B courses and rank as "Elementary Subjects" on the Two Year Courses. They may not be taken as advanced subjects nor by A. B. College Course students under any conditions.

In each course, E.1, and E.2, the work of a year in some grade in the elementary school is chosen as a subject of study content, or subject matter receives most attention but methods and devices useful in handling the subject are not neglected. One or the other of these courses is offered each term.

### **Advanced U. S. History.**

Courses in Advanced U. S. History are intended for the use of College Course students. They may be taken as advanced studies by students working on the A and B courses and on the Two Year Course. Under no circumstances may they be taken to satisfy the common branch requirement of the Two Year Course.

**A.1 The Colonies and the Revolution.**—Conditions in Europe leading to the discovery and exploration of the New World; the founding, the growth, and the important problems of the colonies in the seventeenth and eighteenth centuries; the colonial policy of Great Britain; the struggle between European powers for colonial supremacy; the Revolutionary War. Fall and Spring.

**A.2 National Development, 1773-1850.**—Problems of national organization; the development of a colonizing policy; foreign relations; the public lands and the influence of the frontier; party history; the Jacksonian period; the Mexican War; the crisis of 1850. Fall and Spring.

**A.3 Civil War and Reconstruction, 1850-1876.**—General economic and social conditions from 1850 to 1860; questions related to the struggle over slavery; the rise of the Republican party and the split in the Democratic party; the Civil War, including military campaigns and problems, financial questions, foreign relations, opposition to the war, the emancipation question, and political controversy; reconstruction, political and economic. Winter and Summer.

**A.4 Recent History of the United States.**—A study of political and economic developments and problems since 1876. Fall and Spring.

**A.5 Industrial History of the United States to 1875.**—Products, markets, and labor problems of the colonial period; economic aspects of the period of the Revolution and Confederation; foreign trade; internal improvements; the rise of the factory system; the public railroads; banking and currency; agricultural products and markets; slavery; the tariff question; economic conditions



during the Civil War; economic developments and problems of the decade following the Civil War. Winter and Summer.

**A.7 History of the South to 1860.**—A study of the rise of the plantation system based on slave labor in the tide-water areas of the southern colonies, and of its spread later to the Piedmont area and to the lower portion of the Mississippi Valley; slavery in its economic, social and political aspects; origin and development of southern constitutional theories; the origin and growth of secession sentiment to its culmination in the formation of the Confederacy. Fall.

**A.8 History of the West.**—A study of the colonization of the different geographical areas comprised in the United States of today, and of the influence of westward expansion, on the political, social, and economic development of the American people. Winter.

**A.9 History of Indiana.**—French and British periods; struggle for sovereignty over the region involving the British, the Spanish, the Indians, and the American settlers backed by the United States Government (1778 to 1815); problems of government, settlement and slavery in the territorial period; settlement, public lands, internal improvements, and politics (1816-60); Indiana's part in the Civil War, and political controversy in the state during the War; economic and political history of the State since the war. Spring.

**A.10 Diplomatic History of the United States.**—A study of negotiations between the United States and foreign countries, of treaties made, and of the development of international law in so far as related to the United States.

**A.14 The United States and the Orient.**—2 hours.

**A.15 The United States and Latin America.**—2 hours.

### European History

All European history courses are of college grade. They may be taken as "advanced" studies by students of the A and B courses and on the Two Year Course, providing such students are prepared to take up work of this character.

### European History

**1. Ancient History.**—A brief review of Greek and Roman history with emphasis on the social and institutional side. Ap-

pearance and evolution of the distinct elements of Mediterranean culture. Fall.

2. **Mediaeval History.**—A study of Mediaeval civilization. Special study of the mediaeval church, feudalism, and the rise of the modern state. Emphasis upon the intellectual movements called the Renaissance. Winter.

3. **Modern European History.**—A general survey extending from the close of the fifteenth century to 1763. This course is confined to the continental nations of Western Europe, and makes only the necessary incidental references to England. Leading topics: Humanism and the Protestant Reformation, the Catholic Reformation, the Rise of Prussia, the Period of Louis XIV. Spring.

4. **The Period of Revolution. 1763-1815.**—Beginning with a study of the administrations of the enlightened despots, the course next takes up the causes of the French Revolution. The French Revolution is then considered, especially in its social and economical aspects. This is followed by a study of the Napoleonic Era and the settlement of the Congress of Vienna. Winter.

5. **Europe in the Nineteenth Century.**—This course deals with the development of the nineteenth century upon the continent. The restoration of the monarchies after the Napoleonic period is studied. The appearance of the industrial revolution in the various countries is described, and the whole program of revolution and reform resulting from it is discussed at length. Special attention to the social and industrial development of Germany. Largely lectures. Winter and Summer.

6. **The World War, 1914.**—An attempt will be made in this course to lead the student to an adequate understanding of the causes, character, and meaning of the world war. Such topics as imperialism, international trade, the system of alliances, Prussian militarism, the German State, the Balkan question of the near East will be studied. The part of the United States in this struggle will be presented and various schemes for maintaining international peace will be discussed. Fall and Spring.

### Economics

The courses in Economics are planned so as to give the student a fair, working knowledge of the necessary theoretical concep-



tions of the science along with their application in the study of present-day economic problems. While it is believed that a study of Economics is bound to be helpful to any teacher, to those who expect to work in the new industrial lines of teaching it is indispensable. The foundation of the work is laid in:

1. **Theory.**—In this course an attempt is made to study the principles of the subject from the side of theory. It is only by mastering the theory that one is qualified to take up the study of economic problems of today. Topics considered are the theory of value; production in connection with land, labor, and capital; business organization; distribution under the heads of competitive and monopoly profits, rent, wages, and interest; consumption and value. Fall and Spring.

2. **Problems.**—Topics treated: Money, banking and credit, the tariff question, the labor movement, monopolies, the railroad problem in the United States, the trust problem, Socialism. Winter and Summer.

### **The Teaching of History.**

1. **The Teaching of History in the Grades (2).**—For students working on the Two Year Course. This is a professional course. The methods, materials, and purposes of history in the grades are examined. Special attention to the use of scales and the problem method as used in the grades. Winter and Summer.

2. **The Teaching of History in the High School (4).**—For students working on the College Course. A professional course. The methods, materials, and purposes of history in the high school are examined. Special attention to the use of scales and the problem method. Fall and Spring.

### **Political Science.**

1. **The Government of the Nation and of the American States.** Fall and Spring.

2. **Local Government.**—Community life and the new civics—adaptation of this work to needs of the teacher's own community. Winter and Summer.

### **Sociology**

1. **Introduction to the Study of Society.**—In this course the student acquires some acquaintance with a considerable number

of social phenomena. It is the intention that he secure a working theory of the nature of society based upon the function, form, and development of the family. Fall and Spring.

2. **Introduction to the Study of Society (continued).**—Certain social problems such as immigration, the negro problem, poverty, pauperism and crime are the subject of study. The whole study is intended to give the student a workable theory of social progress and to help him serve his community in the most effective manner possible. Winter and Summer.

## CHEMISTRY

EDWIN MORRIS BRUCE, Professor.

—————, Assistant Professor.

FAIRIE PHILLIPS, Laboratory Assistant.

JOSEPH MCKINNEY, Laboratory Assistant.

The primary object of the work in chemistry is to give systematic training in the scientific method of study, and to give the student that knowledge of the subject which will enable him to understand better the chemistry involved in other lines of science and in the vocational subjects.

Students interested in and having a special aptitude for chemistry may select it as their major subject on the courses which permit of the election of such a subject. Or, chemistry may be elected as the required year of science by college course students. But as soon as they elect this subject as their major they should confer with the head of the department, and as early as possible outline a course in the field of electives that will best meet the student's peculiar needs.

Each student taking a course requiring a laboratory desk will make a deposit of two dollars each quarter to cover the cost of apparatus broken. Any unused balance will be returned to the student at the end of the quarter when he turns in the desk and apparatus.

1. **General Chemistry.**—This course comprises a systematic study of the more elementary principles underlying the subject, and as far as possible their application to daily life. Text: McPherson and Hendersons' Course in General Chemistry. (College text.)



2. **General Chemistry.**—This is a continuation of Course 1 but is more particularly a study of the metals and their compounds. Special attention is given to the various industrial processes in preparing them from their ores. Text: Same as in Course 1.

3. **Qualitative Analysis.**—This is a study of the principles and operations involved, and the practice in identifying the common metals and acids. There will be two recitations a week, the rest of the time will be spent in the laboratory, in the systematic analysis of a series of unknowns. Text: Noyes's Qualitative Analysis.

4. **Qualitative Analysis.**—This is an advanced course. Like course 3 there will be two recitations each week for the study of equilibrium, solutions, theory of precipitation, and the various other principles involved. Text: same as in course 3.

Offered as occasion requires.

5. **Quantitative Analysis.**—This is a beginning course, consisting of a study of the underlying principles of analytical operations, and several typical gravimetric and volumetric determinations. There will be two recitations each week. The other time will be spent in the laboratory.

6. **Organic Chemistry.**—Two courses in organic chemistry are offered, in which the theories of the subject are worked out, together with the classifications. Course 6 deals with the aliphatic compounds. Prerequisites, Courses 1 and 2. Texts: Perkin and Kipping's Organic Chemistry, and Jones' Laboratory Outline of Organic Chemistry. Winter quarter.

7. **Organic Chemistry.**—This is a continuation of Course 6, but dealing with the aromatic compounds. Texts same as in Course 6. Prerequisite—Courses 1, 2 and 6. Spring quarter.

8. **Teacher's Course.**—The course is for those students who are preparing to teach chemistry. It deals with the problems which are purely professional, such as, method of chemistry teaching, organization of the subject matter, examination of high school chemistry texts, construction and equipment of chemical laboratories, etc. Winter quarters.

9. **Domestic Science Chemistry.**—This course is a special course dealing with the chemistry incident to the home life. It is a study of such questions as the chemical composition of foods, fuels, illuminants and the chemistry involved in cooking and sanitation, etc. Prerequisite—Courses 1 and 2 or a year of chemistry

in a good high school. Text: Bailey's Sanitary and Applied Chemistry. Winter quarter.

10. **Agricultural Chemistry.**—This course is for students preparing to teach agriculture. Many of the problems connected with this line of study require a knowledge of chemistry. This course deals with those peculiar problems which are not treated in general chemistry, such as, the chemical composition of soils, fertilizers, stock food, etc. Prerequisite—Courses 1 and 2.

Offered as occasion requires.

11, 12. **Industrial Chemistry.**—These courses are intended to make our prospective teachers of these lines of work familiar with the common chemical processes so extensively employed in the industries, but which on account of their technical character do not find extensive treatment in the usual courses in chemistry. There will be a study of the industrial plants in the vicinity, such as enameling and glass plants, distilleries, paper mills, electroplating works, foundries, rolling mills, etc. The laboratory work for these courses will consist of a study of raw materials, a complete analysis of coal, flue gas, etc. Prerequisite courses 1, 2.

Spring and Summer Quarters.

13. **Physical Chemistry.**—This is an elementary course in theoretical chemistry, making a study of such questions as, chemical equilibrium, determination of molecular weights, ionization, osmotic pressure, modern theories of the composition of matter and of solution, etc. Prerequisite—Courses 1, 2, 3, and 5.

Offered when occasion requires.

14. **Advanced Quantitative Analysis.**—Both gravimetric and volumetric. The course consists of proximate food analysis, water analysis, iron and steel analysis, or electro-analysis, etc. Prerequisite—Courses 1, 2, 5.

15. **Advanced Quantitative Analysis.**—A continuation of course 14.

16. **Domestic Science Chemistry.**—This course is for those taking the two year domestic science course. It covers the work of courses 1 and 2 but in a more elementary way. This with course 9 meets the requirements of the two year course. Fall quarter.

**Nature Study.**—This is not the regular course in chemistry but a special course for the consideration of the principles and method involved in the teaching of nature study. This is supplemented



by a number of laboratory experiments which can be performed in any of the schools with such equipment as is usually at hand. No former study of any science is a prerequisite to this course.

Summer quarter.

## INDUSTRIAL ARTS AND VOCATIONAL COURSES

MERIT LEES LAUBACH, Professor.

ARTHUR H. LUEHRING, Assistant Professor.

REUBEN H. SNITZ, Assistant Professor.

DENMAN KELLY, Assistant Professor.

SILVIN D. WEAVER, Laboratory Assistant.

### Special Professional Courses.

**Industrial Education 1.**—Theory of Manual Training and Vocational Education. This course includes the history, theory and development of Manual Training and Vocational Education.

Fall Quarter.

**Industrial Education 2A.**—Teaching of Industrial Arts Courses in High School. For four-year students only. This course deals with the special methods included in shop instruction, selecting the right kind of work, possibility of adapting the work to the ability of the pupil, productive work and the exercise.

Winter and Spring Quarters.

**Industrial Education 2B.**—Teaching of Industrial Arts Courses in Upper Grades. For two year students only. In addition to the special methods of the subject particular attention will be given to the organization of courses and the study of equipment.

Winter and Spring Quarters.

**Industrial Education 3.**—Organization and Management of Shop Work. For four-year students only. This course deals with the various methods of organizing Shop Work as found in the leading Manual Training Schools, including the under-lying principles of such organization from the standpoint of (a) good teaching practice, (b) good trade practice and (c) the purpose of the school. Special attention will be given to the study of equipment.

Winter Quarter.

**Industrial Education 4.**—Organization of Vocational Work. A study of the State and Federal Plans for vocational education; the Federal law; the organization of vocational education in Indiana; the full-time, part-time and evening schools.

Each Quarter.

**Industrial Education 5.**—Organization of Part-time School Work. A study of part-time problems in Indiana; organization of classes, subjects and methods of presentation, the issuance of permits, attendance, guidance and placement. Especial attention will be given to the opportunities offered by the Junior Department of the Federal Employment Service, for part-time workers in Indiana. Each Quarter.

**Industrial Education 6.**—Shop Mathematics. This is a vocational teacher training course and deals largely with the problems of teaching shop mathematics as a related subject in vocational classes. This course will be given as approved by the State Vocational Board. Each Quarter.

### Drawing Courses.

**Mechanical Drawing 1.**—This is a beginning course, and deals with the elementary principles of mechanical drawing. Each Quarter.

**Mechanical Drawing 2.**—This is a continuation of Course 1 and deals with machine drawing, making of free hand sketches of machine parts; detailed drawings of machine parts; assembled drawing; tracing and blue prints. Each Quarter.

**Mechanical Drawing 3.**—An advanced course including the laying out and designing of cams, the cycloid and involute curves and their application to spur gears; racks and pinions; worm gear; internal gears; cam and crank motions. Spring Quarter.

**Mechanical Drawing 4.**—An introductory course in Architectural Drawing, in which is included preliminary and finished sketches of parts of simple frame houses, and drawings of the necessary floor plans, elevations and details of construction. Fall, Spring and Summer Quarters.

**Mechanical Drawing 5.**—Architectural Drawing, a continuation of Course 4. Winter and Summer Quarters.

**Mechanical Drawing 6.**—Architectural Drawing, a continuation of Course 5. Spring Quarter.

### Wood Work Courses.

**Wood Work 1.**—*Elementary Bench Work.* This course includes the mastery of simple wood-working tools and principles of joinery as applied in elemental wood work. Each Quarter.



**Wood Work 2.—*Carpentry*.** This course covers the fundamental principles included in construction of wood frame building and when possible the construction of a complete building.

Spring and Summer Quarters.

**Wood Work 3.—*Furniture and Cabinet Construction*.** This course embraces advance Joinery as applied to construction of furniture and cabinet work.

Each Quarter.

**Wood Work 4.—*Wood Turning and Pattern Making*.** This course deals with various methods used turning in hard and soft woods and beginning Pattern Making.

Each Quarter.

**Wood Work 5.—*Pattern Making*.** This course is a continuation on Course 4, covering the fundamental principles involved in pattern making.

Each Quarter.

**Wood Work 6.—*Pattern Making*.** This is a continuation of Course 5, and includes work in the construction of patterns for complete machines.

Spring and Summer Quarters.

**Wood Work 7.—*Mill Work*.** This course aims to give instruction in the use, care and operation of wood working machinery. The following machines are used: Planer, Joiner, Swing saw Bench, Molder, Mortiser, Band Saw, Drum Sander, Shaper and Universal.

Spring and Summer Quarters.

**Wood Work 8.—*Mill Work*.** A continuation of Course 7.

(Note: More advanced practice work is provided for in mill work and other wood working courses for those who desire to elect it, and will be offered as occasion may require.)

### Metal Working Courses

**Metal Work 1.—*Machine Shop Practice*.** This course is beginning course in the Machine Shop Practice and deals with bench work, and beginning lathe work.

Each quarter.

**Metal Work 2.—*Machine Shop Practice*.** This course deals with work on milling machine, shaper and planer and advanced work on the lathe.

**Metal Work 3.—*Machine Shop Practice*.** This course includes making spur, bevel, spiral and work gears and rack. Simple tool making, hardening and tempering in oil; case hardening; use of the scleroscope and pyrometer.

Each quarter.

**Metal Work 4.—*Machine Shop Practice*.** This course is a con-

tinuation of Course 3, and includes more advanced work in tool making and the making of dies, with special practice in the care, use and operation of Universal Grinding Machine.

Spring and Summer quarters.

**Metal Work 8.—*Forging.*** This is a beginning course and deals with the elementary principles of forge work. Each quarter.

**Metal Work 10.—*Foundry Practice.*** This is a beginning course in Foundry Practice and includes making moulds in snap flasks and some floor moulding; core making and cupola practice.

Each quarter.

**Metal Work 12.—*Sheet Metal work.*** This is an elementary course which involves simple problems in sheet metal work. The course includes the common sheet metal working machines and the various operations involved.

### Cement Work

**Cement Work 1.—*Cement Work.*** This course deals with the fundamental principles involved in concrete construction as related to building, farm and the home. Summer quarter.

(NOTE: In addition to the course outlined above more practical courses covering four to six terms of work in each of the various shop subjects have been planned to meet the needs of those preparing to become shop teachers in State and Federal Aided Schools, and will be offered as occasion may require.)

## PUBLIC SPEAKING AND ORAL ENGLISH.

CHARLES BALDWIN BACON, Professor.

MARY ELINOR MORAN, Associate Professor.

LAWRENCE HOPPER, Assistant.

### Reading

The courses in Reading are planned to remove the faults common to most readers—such as indistinctness and inaccuracy in pronunciation—and to develop in the student a power of expression that will enable him to express the full meaning of our great masterpieces of English and American literature. The work is based upon the principle that the best oral expression naturally follows a keen and discriminating appreciation of the thought and the spirit of what is read. The student, therefore, is taught that



good reading is not merely an accurate pronunciation of words, but that it is the interpretation of the life and spirit of literature.

The new two-year course requires as one of the six so-called unprepared subjects which may be taken as a fifth, voice training. To meet this requirement there will be a new course offered known as Oral English A.

The new two-year course also requires one term of oral English, that is reading. Students meeting this requirement will take either Oral English 1 or 2. If the theory of reading is needed or desired, take course 1; if imagination is especially needed, take course 2.

**Oral English A (2).**—(Unprepared). A course in voice culture, phonics, articulation, etc. No outside work is required and may be taken as a fifth subject. Each quarter.

1. **Oral English (2).**—This course makes a study of the fundamental elements of conventional tones and their relation to mental action, viz., phrasing, subordination, pitch, pause, inflection, stress, tone-color and movement. This theory is constantly applied to the literature to be read. Constant attention, also, is paid to phonics and correct articulation. Each quarter.

2. **Oral English (2).**—This course is a counterpart to 1, and deals with emotional reaction. The spirit underlying each piece is studied. The imaginative and emotional elements are discovered. The effort centers in giving proper expression to the wide range of emotional subtleties, Winter quarter.

3. **Oral English (2 and 4)—Myths, Legends, and Folk-Lore.**—The aim and purpose of this course is to acquaint the students with a body of knowledge usable in the grades and high schools, in history work, literature and mythology. Also to give daily oral drill in telling and interpreting the same. The course is organized with two special ends in view. History in the lower grades has direct reference to myths and folk-lore, and the interpretation of these myths is the business of the course. Again modern literature has continual recourse to mythology, which if known adds much to the pleasure of its study. The course begins with the Aryan myths and develops them through Greek and Northern Mythology and Mediaeval Legend into modern times, thus giving unity to the vast body of folk-lore to which this age is heir. The second special end of this course, is to give students ease and poise while speaking without notes before an audience, and to develop the

principles of story-telling and interestingness. The attention of students wishing to take this course is called to Public Speaking 4.

Winter and Spring quarters.

4. **Oral English (2 and 4).**—An advanced course in oral expression. It is the purpose of this course to deal with some of the more difficult writers of prose and poetry. Writers who are idealistic and philosophic in thought, or abstract in expression. Writers whose sentences have to be filled out by the mind of the reader. Selections will accordingly be made from Emerson, Browning, Wordsworth, Shelley, Carlyle and Macauley. In this course, interpretation of the thought and spirit precede the expression and the relation of the two is carefully considered.

Fall and Spring quarters.

5. **Oral English.**—A professional course in the use of Oral English and Public Speaking in the High and Grammar Schools.

Spring quarter.

6. **Oral English (4)—Dramatics.**—A course for those intending to teach expression and train pupils for grade and high school contests. Causes and the laws of gesture are studied and put into practice. Control of muscular action, consideration of the best action suited to public speech and the sources of power in expression. How to appeal to the emotions, the understanding and the will. Efforts to express character through conversation, and the differentiations of character through varying expression. Studies in the principles of dramatic structure.

Spring quarter.

8. **Oral English (2 and 4)—Short Stories and Story Telling.**—A course in short stories and story telling is offered to meet the needs of students who expect to teach in the lower grades and high schools. Heroic stories are used extensively in the lower grades, and modern short stories are found in the literature courses in the high schools. In this course therefore the following purposes are kept in mind: First, the reading of short stories for experience in reading. Second, the study of the short story for the purpose of comparing the principles of the written story with those underlying the stories and legends intended primarily to be told, not read. Third, the telling of short stories, based upon the theories of successful story tellers. The short stories used in the work will represent a wide range of epochs of time, peoples and nations, and style of writers.

Each quarter.



9. **Oral English (4).**—A professional course in the teaching of Oral English in the High School. It treats of the problems, methods and materials of Oral English in the High Schools.

Fall, Spring and Summer quarters.

10. **Oral English (2).**—The teaching of Oral English in the Grades. A professional course in the teaching of Oral English in Grades. It treats of the problems, methods and materials of the various grades.

Winter quarter.

### Public Speaking

The purpose of the courses in Public Speaking is to train teachers to be vigorous, convincing speakers, before any audience. Frequently teachers fail to reach the highest success because of their inability to tell what they know with clearness and ease. This work, then should be of practical value to those who expect to teach. High schools now have annual oratorical and debating contests for which their representatives should receive special training. These courses give the prospective teacher just such instruction as will fit him to do this work. They may be taken in order. It is not necessary that they be preceded by the courses in Reading, these being entirely independent.

**Public Speaking 2 (2 and 4). Debating.**—These courses deal with the art of debate. The class is taken through the various elements of debate, beginning with the central idea of a resolution, the laws of support, the motives to which to appeal, together with the arrangement of sub-ideas. After each debate there is a discussion of the issues underlying the question and to what extent each side approached them. Toward the end of the term attention is directed to the art of rebuttal. Course 1 is offered in the Fall and Course 2 in the Spring quarter. As the subjects for debate are different each term, a student may receive credit for both terms, and take them, in either order.

Winter quarter.

1, 3 and 4 (2 and 4). **Public Speaking.**—This course offers daily drill in Oratory. This work is based upon Phillips' Effective Speaking. The student is carried through one element of delivery at a time, constantly preparing talks, speeches and orations, with the view of putting into practice some definite principle of construction or of delivery. These courses, like Reading 3, have the double purpose of giving the student a body of organized knowledge which makes for general culture, and on the other hand, of

giving an opportunity of daily oral drill before the class in talking intelligently before an audience without notes. The subjects for these talks, speeches and orations are taken from current events. By current events, we do not mean even of passing interest, but the happenings whose roots strike back into the past, and which will be of recurrent interest in the future. The studies will not be confined to any one field of activity, but will include art, education, economics, domestic, and foreign affairs, letters, politics and science. As these three courses offer different material and subjects, credit in each course will be given.

Fall, Spring and Summer quarters.

5. (4). A course for those intending to teach expression and train pupils for grade and high school contests. Causes and the laws of gesture are studied and put into practice. Control of muscular action, consideration of the best action suited to public speech and the sources of power in expression. How to appeal to the emotions, the understanding and the will. Efforts to express character through conversation, and the differentiations of character through varying expression. Studies in the principles of dramatic structure.

Spring quarter.

**COURSE 6. Story Telling.**—See Course 8 in Oral English.

## HOME ECONOMICS

IVAH M. RHYAN, Professor.

MINNIE L. IRONS, Assistant Professor.

ETHEL LEE PARKER, Assistant Professor.

GENEVA NUGENT, Assistant Professor.

**H.E51. Clothing 1.**—This course includes a study of sewing machines, the care, use and value of various types. The artistic phase of clothing is demonstrated by designs and decorative bands. Some simple straight line drafting is done and undergarments are made. Commercial patterns are used and adjusted to suit various types of figures. Care and repair of clothing receives attention. The clothing budget is discussed. Each quarter.

Students who have had 130 hours' work in a recognized high school may omit this course and register for Clothing 2.

**HE52. Clothing 2.**—In this course more complicated drafting and pattern work is done. Student study lines of garment in relation to lines of body; they develop patterns of tailored type, for skirts, waists and dresses for children and adults. Each quarter.



**HE53. Clothing 3.**—This is a continuation of Clothing 2, emphasizing more the artistic side of dress. All types of patterns are used and developed. Study of individual dress is emphasized. Most problems involved in this course are made from materials not suited to tailoring, such as silk, lace, chiffons and thin wash fabrics. One woolen garment is made. Each quarter.

**HE54. Textiles.** This course includes a study of the growth and development of textile machinery and the textile industries; a study of methods used in testing and distinguishing different fibres and fabrics and a discussion of different weaves. Processes of laundering, dyeing and dry cleaning are taught. Fabrics are considered as to composition and physical properties, with discussion of the principal factors affecting their value to the consumer. Each quarter.

(Costumes for all cookery classes; white dress and large white apron.)

**HE55. Foods and Cookery 1.**—This course gives a working knowledge of typical household processes connected with food. All classes of foods are considered briefly from the standpoint of cultivation, distribution, preparation for the market, composition and food value, care in the home and cookery.

Each quarter.

This course is open to girls who have had no food work in school and to boys who wish to learn the general principles of cookery. No chemistry is required.

Students who have had 130 hours' work in a recognized high school may omit Cookery 1 and register for Cookery 2.

**HE56. Foods and Cookery 2.**—The purpose of this course is to give a scientific as well as a working knowledge of household processes connected with food. The cost of fuel, the use of the thermometer, of weights and measures are considered. Foods are studied as to their chemical composition, digestibility, dietetic value, place in the diet, and combination in meals. Emphasis is placed on carbohydrates and proteins. No Chemistry is required.

Summer and Winter quarters.

**HE57. Food and Cookery 3.**—The purpose of this course is to give a knowledge of the underlying principles of cookery that will enable a girl to construct working recipes, and to judge recipes already in print. Emphasis is placed upon doughs, batters and breads. Girls are taught marketing in connection with serv-

ing, and much emphasis is placed upon economy in foods. Each girl serves as host, hostess, waitress, cook and guest; she also takes active part in some formal social affair. No Chemistry is required. Spring quarter.

**HE58. Dietetics.**—This course deals with the varying requirements of the individual in health and disease from infancy to old age; in the light of chemistry and physiology of digestion, the energy value of foods; the nutritive properties of protein, fat, carbohydrates and ash constituents. Typical dietaries are planned for the different periods, and the problem of satisfying the varying requirements of a family is considered with special attention to cost. Prerequisites: Cookery, 2; Chemistry, 6; Chemistry, 9; Physiology, 3. Spring quarter.

**HE59. Institutional Cookery.**—This course deals with the preparation and serving of food in institutions. The cafeteria is used as the laboratory. Prerequisite: Cookery, 2. (2 hours' credit.) No Chemistry required. Fall and Spring quarters.

**HE60. Institutional Management.**—This course deals with the equipment and management of institutions, the greater part of the time being devoted to the problem of school lunch rooms. Prerequisite: Cookery 2. (2 hours credit.)

Summer and Winter quarters.

**HE61. Home Management 1. (Administration)**—This course deals with the application of scientific and economic principles to the problems of the modern housewife. It takes up economy of time, of labor, and of finance, household efficiency, household service, and home life. Fall and Winter quarters.

**HE62. Home Management 2. (Supervised.)**—This course brings all lines of study together by permitting the student to actually manage a house for a given time, making it a business proposition. It is the course in which all the theories of home making are tried out in practical living. Prerequisite, nine credits in H. E. including Food Courses and Home Management 1.

Spring and Summer.

**HE63. Costume Design.**—This course includes a history of costume and a study of the elements of design involved in costume. Students design dresses for different types of figures and make a study of such construction. They show the effect of color upon the individual and the harmony in color in the garment



itself. They study possibilities of design in various fabrics and in general try to show how principles of art may be applied to dress.

Fall, Winter and Summer quarters.

**HE64. Home Care of the Sick.** This course places emphasis on building up the body to the highest degree of health, as the principal function of the home nurse. The care of the sick in the home and rendering first aid in emergencies are discussed and demonstrated. This course includes lectures, demonstrations and recitations.

Each quarter.

**HE65. House Planning and Furnishing.**—This course includes a study of factors controlling modern house planning and furnishing. Topics considered are family needs, influence of home management upon plans, industrial conditions influencing the house, and the making of floor plans and elevations. Furnishing of the house is considered from artistic, economic, and scientific points of view.

Fall and Summer quarters.

**HE66. Millinery.** The purpose of this course is to give students ability to design, model and make various types of hats and trimmings, but above all to give critical judgment of finished products.

Fall, Spring and Summer quarters.

**HE67. Home Economics Methods.**—This course deals with the principles of teaching as applied to Home Economics.

Winter and Summer quarters.

**HE68. Practice for Vocational Students.**—Course includes practice in the Training School and City Vocational School.

Spring.

#### ORGANIZATION OF HOME ECONOMICS

**HE69.** The purpose of this course is to present teaching problems of Home Economics—to study the organization—the work in various types of schools, and to emphasize the social and economic values.

Summer and Winter quarters.

**HE70. Primary Hand Work.**—This course is especially adapted to the needs of teachers of the grade schools. It includes practical work in weaving, clay modeling, paper construction, cord work, crocheting, knitting, coarse needlework and basketry. The industrial as well as the intellectual phase of each process is given special attention.

Spring and Summer quarters.

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**GEOGRAPHY AND GEOLOGY**

BERNARD H. SHOCKEL, Professor.

WILLIAM ALLEN MCBETH, Associate Professor.

WARREN STRAIN, Laboratory Assistant.

MINA SOUTHARD, Departmental Secretary.

ARLE H. SUTTON, HOWARD BYRN and WILL T. CHAMBERS.

Special Classes Summer Quarter.

"Geography is the study of the earth in its relation to life."

"Geology is the history of the earth and life."

"The geologist looks at the present that he may interpret the past; the geographer looks at the past that he may interpret the present."

In the laboratory are 15 large relief models, 2,800 maps, 2,000 mounted pictures, 3,000 lantern slides, stereoscopic views, colored views for the reflectoscope, 1,000 specimens of minerals and rocks, a collection of fossils, instruments for topographic surveying, besides barometers, thermometers, a barograph and thermograph, globes and tellurians. The equipment in the laboratory and the literature in the library are being kept up to date. Weather conditions are depicted daily, by the Government, on a six-foot man on the main floor. Weather maps and bulletins are received daily.

Courses marked (2) are open to students of the two year course. Courses marked (4) are open to students of the four year A. B. course. Courses not designated as above are open to students of any course. In courses A and B geography counts as a Common School subject and geology as an Advanced Subject. In many cases geology may be substituted for geography.

### **Geography**

Two terms of work in geography are required of candidates for the Normal diploma in the three years' course (except students pursuing special work in Course C). One term of work is required of students in the two years' course for the preparation of teachers for the Elementary School. The other work of the department is elective. Geography 1 and 2 are courses in special method for grades. Geography 5-22 are courses in special method for the High School.

### **Courses Intended Primarily for Teaching in the Grades.**

1. **Teaching of Geography in the Grades (2).**—A professional



course dealing with the teaching of geography in the grades: content, objectives, methods, problems.

2. **Teaching of Geography in the Primary Grades (2).**—A professional course, dealing with the problem of the teacher of geography in the primary grades: content, objectives, methods, problems.

3. **Elements of Geography (2).**—A rounded survey of the subject matter taught in the grades.

4. **United States (2 and 4).**—Study of the United States as a type study of a country.

5. **Regional Geography (2).**—Brief study of the foreign countries and natural regions of the world. Type regions and countries are studied to emphasize the physical features and resources and the response of life to the environment.

6. **Home Geography (2 and 4).**—Terre Haute region as a type study.

#### **Courses Intended Primarily for Teaching in the High School.**

7. **Teaching of Geography in the High School (4).**—A professional course dealing with the teaching of geography in the High School: content, objectives, methods, problems.

8. **Physical Geography (4).**—A standard college course treatment of physiology: processes and agents determining the surface of the earth and the resulting land and water forms; climate; oceans.

9. **Commercial Geography (4).**—A course dealing with the transportation and exchange of the world's commercial products.

10. **Commercial Geography of the United States (2 and 4).**—A course dealing specifically with the transportation and exchange of goods in the United States.

11. **International Commerce (4).**—A course dealing specifically with foreign commerce.

12. **North America (2 and 4).**—Study of North America as a type study of a continent. An interpretation of the continent of North America and its people in the light of all phases of its geography. Chief topics: (1) Location, size, configuration; (2) physiographic regions; (3) climatic regions; (4) soil and drainage regions; (5) natural vegetation regions; (6) wild animal regions;

(7) mineral regions; (8) political regions; (9) geographic regions: (a) raw products: lumbering areas and products; agricultural areas and products; mining areas and products; fishing grounds and products; (b) manufactured products: manufacturing areas and products; (c) commercial areas and commerce; (d) population areas; (e) financial areas: land values; (10) future possibilities.

13. **Europe (4).**—Like course 12 in treatment, with particular emphasis upon relations with the United States.

14. **Southern Continents (4).**—Like course 13.

15. **Asia (4).**—Like course 13.

16. **Social Geography (4)**—Human life in type regions of natural resources; how different nations interpret life and citizenship.

17. **Geographical Influences in American History (2 and 4.)**—A study of how America has utilized its natural resources, and how this utilization has affected America and Americans.

18. **Indiana and the Central West (2 and 4).**—An intensive study of our own state and surroundings.

19. **Problems in Geography (4).**—Training students to work out new problems and apply them in practical life.

20. **Visual Education (2 and 4).**—Survey of the field; content; objectives; methods; problems.

21. **Field Geography (2 and 4).**—Trips through some important area: observing, reading, writing.

22. **History of Geography (4).**—A professional course: development, accomplishments, objectives, leaders, future.

### Geology

1. **History of the Earth and Life (2 and 4).**—A general story of earth and life history, to a large extent non-technical. Chief topics: origin of the earth; evolution of rocks; vulcanism, diastrophism and gradation; physical history of North America; evolution of life; ancient Man.

2. **Physical Geography (Physiography) of the United States (4).**—A study of the land and water forms of the United States: description, origin, uses; physiographic regions.



3. **Commercial Geology (4).**—Mineral and soil resources: location, description, origin, uses; political and commercial ownership.

4. **Problems in Geology (4).**—Training students to work out new problems and apply them in practical life.

(5). **Field and Laboratory Course (4).**—Local field work, and laboratory work with minerals, rock rocks, maps, fossils, reports.

### Tentative Program for 1921-22

#### Fall Quarter, 1921.

8:00—Geography 6, Mr. Shockel; Geography 18, Mr. McBeth.

9:00—Geography 1, Mr. Shockel; Geography 3, Mr. McBeth.

10:00—Geography 4, Mr. McBeth.

11:00—Geology 1, Mr. Shockel.

1:30—Geography 9, Mr. McBeth.

#### Winter Quarter, 1922.

8:00—Geography 15, Mr. Shockel; Geology 2, Mr. McBeth.

9:00—Geography 10, Mr. Shockel; Geography 5, Mr. McBeth.

10:00—Geography 13, Mr. McBeth.

1:30—Geology 3, Mr. McBeth; Geography 19 and Geology 4, Mr. Shockel.

#### Spring Quarter, 1922.

8:00—Geography 11, Mr. Shockel; Geography 3, Mr. McBeth.

9:00—Geography 2, Mr. Shockel; Geography 14, Mr. McBeth.

10:00—Geography 1, Mr. McBeth.

11:00—Geology 1, Mr. Shockel.

1:30—Geography 19 and Geology 4, Mr. Shockel; Geography 4, Mr. McBeth.

#### Summer Quarter, 1922.

7:00—Geography 3, Mr. \_\_\_\_\_

8:00—Geography 20, Mr. Shockel; Geology 1, Mr. \_\_\_\_\_;  
Geography 12, Mr. McBeth.

9:00—Geography 9, Mr. \_\_\_\_\_; Geography 1, Mr. McBeth.

10:00—Geography 17, Mr. Shockel; Geography 22, Mr. McBeth;  
Geography 9, Mr. \_\_\_\_\_.

11:00—Geography 3, Mr. \_\_\_\_\_.

## MUSIC

LOWELL MASON TILSON, Professor.

1. **Teachers' Graded Course in Public School Music.**—This course consists of work in rote singing, oral tonal dictation, written tonal dictation, metric dictation, correct use of the child voice and sight singing covering the work done in the first, second and third grades of school. Required on the Supervisor's Courses. Every quarter.

2. Continuation of tonal vocabulary work, introducing chromatics, various forms of minor scales, oral and written dictation, melody writing and sight singing, covering work of the fourth and fifth grades of school. Required on the Supervisor's Courses. Prerequisite, Music 1.

3. Continuation of work in oral and written dictation, melody, writing, elementary theory, sight reading, etc., covering work done in the sixth, seventh and eighth grades. Required on Supervisor's Courses. Prerequisite, Music 1 and 2.

4. **Constructive Music.**—This course deals with the study of scales, intervals, triads and elementary harmony, including the use of all principal triads and principal dissonant chords in the harmonizing of melodies. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 1, 2 and 3 or a fair knowledge of piano.

5. **Harmony.**—The study of secondary triads and sevenths, passing notes of various kinds, suspensions, modulations, etc., and their use in harmonizing melodies. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4.

6. **History of Music.**—The course is the study of the growth and development of music from the earliest time of which there is any record down to the present. A large library of talking machine records is used to illustrate the music of the various periods. Required on the Supervisor's Courses. Open to all students. College credit is given.

7. **Elementary Methods.**—A thorough study of the method of presenting the various problems of public school music in the elementary grades. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 1 and 2.

8. **Advanced Methods.**—Methods of teaching music in upper grades and high school are gone into in detail and the student



is given an opportunity to develop teaching ability. Training is given in orchestra and chorus conducting and the instrumentation of the orchestra is thoroughly studied. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 3, 4 and 7.

9. **Advanced Harmony.**—A continuation of the study of modulations, passing notes, suspensions, etc., and work in original composition. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4 and 5.

10. **Advanced Sight Singing.**—Open to students who have completed Music 1, 2 and 3. Required on the Supervisor's Courses. College credit is given.

11. **Orchestration.**—A two-hour course in writing and arranging for orchestra. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4, 5 and 9.

12. **Music Appreciation.**—This is a two-hour course which is planned to increase the student's appreciation for good music by teaching him how to listen to it. Talking machine records and whatever other music is available will be made use of. Required on the Supervisor's Courses. Open to any students. College credit is given.

13. **Chorus.**—Two quarters required for one credit. Required on the Supervisor's Courses. Open to all students who sing. A two-hour course every quarter.

14. **Orchestra.**—Students who play instruments which can be used in orchestra are urged to bring them and join the school orchestra. Three quarters for one credit.

Wednesday, 3:30 p. m.

## PRINCIPLES OF EDUCATION

ERNEST L. WELBORN, Professor.

The work of this department includes courses that constitute a part of the required professional work of the two- and four-year curricula and also courses that may be counted as elective professional courses by those who are required to take such courses and by any others who desire to take them. Introduction to Teaching may be elected as the required course in Introduction to Education. Also, it may be taken as a professional course by

students of Classes "A" and "B." Principles of Teaching 2 is a required course for two-year students. Principles of Teaching 4 is a required course for four-year students. Either of these two courses should be preceded by some work in psychology. Primary Methods is designed to give specific preparation for teaching in the primary grades, and it counts as a nelective. The remaining courses are elective for four-year students. . Also, they are designated to meet the needs of two and four-year students who are entitled to substitute other professional courses for supervised teaching. In all cases students should take the required courses in this department before taking any of the elective courses. Special students should confer with the Head of the Department before registering in any of the following courses.

1. **Introduction to Teaching.**—The work is planned to meet the needs of students who have had no previous professional work. It is, therefore, practical and concrete in character, and regular observation and discussion of lessons in the Training School constitute a part of the work. Each quarter.

2. **Principles of Teaching.**—This is a required course for two-year students. After a brief study of the elementary school as an educational institution, a detailed study is made of general principles and methods of teaching, types of teaching, and problems of classroom management.

Fall, Winter and Summer quarters.

3. **Problems of the Junior High School.**—This course is intended to meet the needs and students of the three-year curriculum for junior high school teachers. The topics include the purposes and organization of the Junior High School and principles of teaching with special application to the work of the Junior High School.

Winter and Summer quarters.

4. **Principles of Teaching.**—This is a required course for four-year students. The work includes a brief consideration of the development and functions of the high school and a detailed study of general methods and principles of teaching, types of teaching, and problems of classroom management, with special application to high school work.

Fall, Spring and Summer Quarters.

5. **Primary Methods.**—This course is organized with a view of giving special training for teachers in the primary grades, and it deals with the selection of subject-matter and methods of teaching in the primary grades.

Summer quarter.



6. **Principles of Teaching.** This course is intended to supplement Courses 2 and 4 and includes topics that can not be included in the latter owing to lack of time. The topics include the use of educational tests and measuring scales by the classroom teacher; methods of study and supervision of study; individual differences and their treatment, etc. Spring quarter.

7. **School Organization and Supervision.**—This course is suitable for principals, supervisors and experienced teachers. The topics include: types of school organization; buildings and equipment; program of recitations; marking and promotion; school records; methods of supervision; relations of the state educational organization to the local school, etc. Summer quarter.

### EDUCATIONAL PSYCHOLOGY

RUDOLPH A. ACHER, Professor

A. H. MACPHAIL, Assistant Professor.

MRS. A. H. MACPHAIL, Laboratory Assistant.

The courses in educational psychology are concerned primarily with the problem of acquainting the student with the laws and principles of mental growth and development, so that he may apply them to the task of teaching. The social nature of the individual is stressed and the pedagogical significance of this fact is brought to the attention of the student. Mind is considered as nature's highest instrument for the adjustment of the individual to his varied and changing environment. Education is man's endeavor to train the mind of each individual so that the correct responses will be made to all situations. So far as it is possible it is the aim of the following course in psychology to acquaint the student with this instrument of adjustment so that he may better train it to fulfill its function of adjustment.

The following courses are offered:

**Psychology 1b.** This course introduces the student to the subject in an elementary way, touching upon the physical basis of mental life; the special senses and sensation; instincts and the various means of modifying them so that they will serve the individual best as a member of society; habit and the laws of habit formation. Open to all four year students.

**Psychology 1a.** This term's work deals with the growth and development of the child from the point of view of its physical,

mental, moral, and social nature. This is the required course for all students on the two year's course.

**Psychology 2.** Psychology two deals with the laws of learning as applied to school subjects. Individual differences among children in their capacity to learn are pointed out to the student. This course is open to all students who have had psychology 1b.

**Psychology 4.** Intelligence tests are dealt with in this term's work. The Stanford Revision of the Simon-Binet tests and the various group tests are evaluated and some drill is given in the technique of administering them. The aim of this course is to enable the student to come to closer quarters with the child's capacity so that each child will be given work that is in harmony with its ability.

**Psychology 5.** This term deals with the standardization tests in the various common and high school subjects. The purpose here is to enable the student to measure teaching efficiency by applying standards of accomplishment to the work of each class.

**Psychology 7.**—The subject considered in this course is social psychology. It includes such topics as suggestibility, mob mind, fashion, conventionality, rational imitation, and all other mental factors which make up the social structure.

**Psychology 8.**—The psychology of religion is the subject of this term's work.

**Psychology 10.**—Psychology ten deals with the experimental side of educational psychology and touches rather fully such topics as memory measurement, laws of economical learning, nature of attention, fatigue in relation to school work.

**Psychology 12.** In this terms work an effort is made to summarize the data touching the means of discovering special vocational aptitude of children. The importance of vocational guidance is emphasized.

**Psychology 13.**—The problem of conduct, or the ethics of daily life is the subject of this term's work. The need of applying ethical principles to the problems of every day living is so urgent that no apology is needed for offering such a course.

**Psychology 14.**—Mental hygiene is coming rapidly to the front as a separate science. This subject deals with rest, sleep, recreation, the laws of mental fatigue and suppressed complexes with the view of increasing mental efficiency and releasing dynamic power.



## FRENCH

HARRY VINCENT WANN, *Professor*.

1. (4) **For Beginners.** Careful training in pronunciation and study of the elementary principles of the grammar.

2. (4) Continuation of Course 1, with easy reading.

3. (4) Irregular verbs, grammar review, simple conversation and composition.

4, 5 and 6. (4) Modern prose and plays, with practice in speaking and writing.

The above courses, or their equivalent, are prerequisite to any of the following:

7. (4) **Seventh Century Drama.**—Corneille, Moliere, Racine.  
Fall term.

8. (4) **Eighteenth Century.** A study of the currents of thought and the literary movements preceding the French Revolution. Voltaire, Rousseau, LeSage, Beaumarchais, Marwanx. Outside readings and reports.  
Winter term.

9. (4) **Nineteenth Century,** with particular reference to the Romantic movement. Chateaubriand, Hugo, Lamartine, DeMusset and others.  
Spring term.

10. (4) **Advanced Composition and Conversation.** Required of all students majoring in French.  
Fall term.

11. (4) **Conversation.** A two-hour course.  
Winter term.

12. (4) **Teaching of French in the High School.** Required of all students majoring in French. A two-hour course.  
Winter term.

13. (4) **French Literature Before the Renaissance.**  
Spring term.

## SPANISH

ROSE MARIAN COX, *Professor*.

**Spanish I.**—For beginning students. Grammar and easy reading with practice in speaking and writing.

**Spanish II.**—Continuation of Course I. Grammar is completed. A short comedy is read and told in Spanish. This comedy forms the basis of conversation and composition.

**Spanish III, IV, V and VI.**—Once each week during the terms when these courses are given, composition work is done. In

III and IV, the work is based on Crawford's Spanish Composition; in V and VI, on Cool's Spanish Composition. Three days each week are spent in reading and translating Modern Comedies and Novels. These are told in Spanish and form the basis of Conversation.

**Spanish VII.**—Composition and Conversation. The reading is done out of class and all work in class is based on this reading and done in Spanish. The plan is to read things suitable for the first two years Spanish in the High Schools of the State and to prepare the students to teach this work, using Spanish in their classes.

**Spanish VIII.**—Spanish Drama of the Sixteenth and Seventeenth Centuries.

**Spanish IX.**—General Survey of Spanish Literature.  
Once each year Spanish V will be Commercial work.

## COMMERCE

SHEPHERD YOUNG, Professor.

The Department of Commerce in the Indiana State Normal School was organized in the summer of 1918 to meet a pressing need for trained commercial teachers. The work was arranged especially to meet the needs of teachers in business subjects in the secondary schools of the State. This training for the first three years was confined in most part to the subjects of Shorthand, Typewriting and Bookkeeping.

It was found necessary for the future training of teachers to be extended to other subjects in this field in order to equip the future business man to meet his problem successfully. In order to do this a Four Year Course in Commerce was organized to meet this demand.

Our modern business man not only must have the very best training in a general way but must be trained in these particular subjects for the most efficient work in the fields of business.

The outline of the Four Year Course in Commerce will be found on page..... of this bulletin.

The subjects offered are as follows:

1. **Shorthand I.**—This course covers the first ten lessons in the Gregg Manual. Extra word lists are given, drills in reading and writing plates in the Gregg Writer, and a review of the work in the manual. (4)



2. **Shorthand II.**—In this course the Gregg Manual is completed. Exercises and plates in the Gregg Writer are read and written. Extra drills and word lists, and sentence dictation are given. A complete review of the manual is given at this time. (4)

3. **Shorthand III.**—This course consists of a review of the Gregg Manual; reading and dictation from Gregg Speed Studies; plates from Gregg Writer; miscellaneous dictation. (4)

4. **Shorthand IV.**—This work is a continuation of Course III and is designated to give the writer speed. Rapid dictation will be given from magazines, editorials, etc. (4)

5. **Typewriting I.**—The student is instructed in the care and use of the typewriter; the position at the machine, proper fingering and touch. Special drills to develop a mastery of the keyboard. (4)

6. **Typewriting II.**—This course is a continuation of Course I. Letter writing, arrangement of letters, legal forms and business papers. Accuracy and speed tests are given weekly. (4)

7. **Typewriting III.**—This course is a continuation of Course II. Letter writing and legal forms are continued in this course with special attention given to capitalization, punctuation, paragraphing, manifolding, cutting stencils. (4)

8. **Bookkeeping I.**—This course gives the student a working knowledge of the elementary principles of bookkeeping.

Daily drills and quizzes on the following: Theory of bookkeeping; business terms; accounts; law of debits and credits; use of books of original entry—journal, cash book, purchase and sales book; posting to ledger, trial balance, statement of business, closing the ledger. A set of books of an individual or sole proprietor is worked out. (4)

9. **Bookkeeping II.**—This course is a continuation of Course I. The object of this course is to give the student a knowledge of a business conducted as a partnership. It presents the partners' accounts, fixed assets and reserves, trading accounts, operating expense, adjusting entries at the close of the fiscal year, etc. (4)

10. **Bookkeeping III.**—In this course is given a study of the organization of a corporation, opening corporation books; methods of changing a firm in actual business to a corporation and the closing adjustments. (4)

11. **Accounting I.**—This course is designed to give the student

a thorough understanding of accounting principles and their application. The subject is approached through a study of the balance sheet and the profit and loss statement; proprietorship; types of business organization; accounts; philosophy of debits and credits; inventories; subdivisions of the journal. (4)

12. **Accounting II.**—This course is a continuation of Course I and will deal with the following: Business papers, business methods, posting, trial balance and methods of locating errors, adjustment of entries, closing the books, classification of accounts, basic methods of accounting. (4)

13. **Accounting III.**—This course is a continuation of Course II. The following subjects will be developed in the course: Partnership, capitalization of the partnership, partnership problems, controlling accounts, corporations, opening and closing corporation books, single entry and its application. (4)

14. **Business Law I.**—The purpose of this course is to give the student an intelligent idea of his legal rights and limitations in his business dealings. Men of affairs must be given an understanding of the legal theory, and above all they should be firmly impressed with the idea that every business transaction must be considered from its legal aspect. Many cases are discussed which are taken from actual court room decisions. Drills are given in writing various types of contracts. Reference is made to Indiana Statutes and court decisions. The course covers the following subjects: Evolution of law; written and unwritten law; contracts, essential features of contracts, agreement of parties, consideration, enforcement of contracts, damages; sales; agency. (4)

15. **Business Law II.**—This course is a continuation of Course I and deals with the following subjects: Negotiable instruments, partnership, corporations, insurance, personal property, real property, bankruptcy. (4)

16. **Principles of Salesmanship.**—The object of this course is to give a knowledge of the fundamentals of salesmanship. A study is made of the function of salesmanship, the qualifications of the salesman and his preparation, the steps of a sale from its beginning to closing, etc. Sales talks will be made in the class and the aim of the subject accomplished through practice. (4).

17. **Principles of Business.**—This course is designed to give the student a comprehensive idea of the business machine in its en-



tirety. It is not the purpose of business science to confine its operation to the narrow fields of production, marketing, finance and accounting, but to bring it into intimate relation with the other sciences. That is the purpose of this course. (4).

18. **Office Organization and Management.**—It is the purpose of this course to give the student a knowledge of the modern office and the general principles of organization and management. In the modern office today are determined the policies that make success or failure for the institution. The following subjects are considered: Modern office, methods of organization, analysis of functions and duties, lay-out, routing, equipment, special departments of office, work of each department. Local offices will be visited and discussed in the class. (4).

19. **Theory of Commercial Subjects.**—This course is designed to give the student a knowledge of the history of commercial education, its importance, problems met with in the organization of a commercial course in the high school, relating the work to the community, and the theory of commercial subjects in general. Two hour course. (4).

20. **Methods of Teaching Bookkeeping, Business Law.**—This course is especially prepared for teachers who wish to teach these subjects. Regular recitations will be given in the method of presenting these subjects to high school students. Two hour course. (4).

21. **Methods of Teaching Shorthand, Typewriting.**—This course will consist of the methods of presenting a shorthand and typewriting to high school students and the attainment of speed and accuracy. Two hour course. (4).

22. **Junior High School Problems.**—This course is prepared to meet the problems met with in the organization of commercial classes in Junior High Schools, the subjects to be taught, and the arrangement of the work. Two hour course. (3).

23. **Special Methods in Junior High School Commercial Subjects.**—This course gives the student an acquaintance with the methods used in presenting commercial subjects in a Junior High School. Two hour course. (3).

24. **Supervised Business Practice.**—For a teacher of commercial subjects to get the best results in the class room it is necessary for her to have had some actual experience in an office. This gives

the teacher a knowledge of the work she is training the student to do. A term of actual office work is required of each student before completing the course. This work must include at least experience in a general office, bank, and manufacturing establishment.

## BIOLOGY AND AGRICULTURE.

FRED DONAGHY, Professor.

CLAY G. HUFF, Laboratory Assistant.

SHERL J. WINTER, Laboratory Assistant (Summer Quarter).

### Biology.

**COURSE 1. Principles of Animal Biology.**—Historical development, morphology, physiology, and division of cells, cell aggregation, differentiation and division of labor, morphology of the higher types of the animal kingdom, physiology of organs, reproduction, breeding habits of animals, genetics, taxonomy, ecology, zoography, paleontology, and evolution are considered as fully as the time allows. This course is intended to serve as an introduction to the study of animal life, acquaint a student with the scope and aims in zoology and as an aid to the study of the Biological subjects as presented in other basic sciences.

**COURSE 2. Principles of Plant Biology.**—Historical development, morphology, physiology and division of cells, types of higher plants, physiology of organs, reproduction, genetics, taxonomic relations, ecology, botanical geography, paleo-botany and evolution are considered. This is an introductory course to Botany and is intended to acquaint the student with the dynamic laws of the plant world, the scope, aims, and applications of the subject.

### Bacteriology.

**COURSE 1. Bacteriology** (non pathogenic.—This course deals with sterilization, preparation of spical and general media, morphology and culture of microorganisms. General physiology including nutrition, metabolism, physical, chemical, and mutual influences, standardization of disinfectants, special and general staining. General economic relationships are pointed out. Bacteriology 1. is required of all Domestic Science students and of those who pursue its study. Pathogenic organisms are presented by the Department of Physiology. Applied bacteriology in Agriculture will be offered whenever sufficient students require it.



### Zoology.

Eight courses are offered in Zoology. The first three are devoted to a thorough study of general zoology and consist of daily recitations and laboratory work. Other courses will be announced later. Students may begin the subject with either course 1, 2, or 3. As to terms, the subject is divided about as follows:

1. **Lower Invertebrates.**—A study of the lower invertebrates up to and including insects. Careful attention is given to the study of the cell under protozoa, and life histories and economic relationships are important phases of the insect work. Students are required to make accurate dissections of the chief types of animals represented in these groups.

Fall, Spring, and Summer quarters.

2. **Mollusks, Primitive Vertebrates and Fishes.**—Considerable attention is given to the systematic study of fishes.

3. **Batrachians, Reptiles, Birds and Mammals.**—Besides the dissection of the types of each group, special attention is given to systematic and ecological relationships, and students are expected to familiarize themselves with the common batrachians, reptiles, birds and mammals of the region.

4. **General Histology of Animal Forms.**—This is chiefly a laboratory course in which the student is given an opportunity to learn the methods employed in histology and to prepare for himself a set of microscopical slides.

5. A continuation of the work begun in Course 4.

6. **Embryology and Advanced Ecology.**

7. **General Biological Problems.**—This course considers the theory of organic evolution as to its various phases and factors. Special attention is given to heredity and its related problems. Special announcements in regard to the course will appear in the term bulletins.

8. **Advanced Zoology.**—A study of special groups. Open to advanced students.

### Botany.

Nine courses are offered in Botany. The first three courses are devoted to general botany and include daily recitations and laboratory work. Other courses will be announced later.

1. **Algae and Fungi.**—The subjects for this course are: The plant cell, slime fungi, bacteria, diatomms, algae, and fungi. Each type is carefully studied in the laboratory and students are expected to collect, identify, and preserve specimens of those forms that can be easily preserved.

**Botany 1a.**—This course deals with the systematic and ecological relationships of the main groups of fungi. Special attention is paid to the economic value of molds, mildews, smuts, rusts, yeasts and wood destroying fungi. The ordinary cultural and histological methods are presented and carried out by the student. The Department has a large collection of type specimens available for the students' use at all times.

2. **The Mosses and Ferns.**—In addition to a careful study of the structure of the leading type students learn to identify the common forms.

3. **The Seed Plants.**—A careful study of the higher seed plants is made and students are required to carry on experiments in germination and related subjects. During the latter part of the course a systematic study of the more common flowering plants of Indiana is made.

4. **Physiological Botany.**—This is chiefly a laboratory course, but it is supplemented by frequent lectures and library work. Students who expect to enter this course should have had Courses 1, 2, and 3, and some knowledge of chemistry is desirable.

5. **Plant Histology.**—This is a laboratory course, in which the student is given an opportunity to familiarize himself with the methods employed in plant histology and to prepare a set of microscopical slides. The laboratory is fully equipped with warm oven, microtomes and other necessary apparatus for this work.

6. **A General Laboratory and Field Course.**—The laboratory work deals chiefly with plant embryology and the field work with ecology. To enter this course students must have had Courses 1, 2, and 3 or their equivalent.

7. **Forestry.**—A careful study is made of the common trees and shrubs of Indiana with special reference to reforestation in our own State and forestry in general. So far as practicable each student makes a collection of leaves, woods and other forest products. The work consists of daily recitations and laboratory work.



Open to beginners. This course may be taken as part of the special course in Agriculture.

8. **A Study of Special Groups.**—Open to advanced students.  
Through the year.

### Agriculture.

1. **Soils.**—This course treats of the origin, formation and classification of soils, physical properties, mechanical composition, relation to water, air and heat, the principles and methods of tillage, the principles of drainage, its effect on moisture supply, temperature, aeration, chemical and biological activities, draught resistance and general productiveness of soils, the physical improvement of soils, the general management of soils including practical studies in maintenance of soil fertility and improvements of run-down soils, and kindred topics.

2. **Poultry Production.**—This course treats of the breeds and types of Poultry, the principles of breeding and mating fowls, incubation and brooding, feeding for growth and egg production, caponizing, fattening and marketing poultry, winter and summer management, brooders, houses and appliances, sanitation, diseases, parasites, and their treatment. Laboratory work takes up the practicable aspect of the topics considered.

3. **Fruit Growing.**—This course is offered particularly for those who desire to return to the farm as well as teach the subject. It treats of plant propagation, care and management of small plantations of tree and small fruits, reclamation of old orchards, and the application of control measures for insects and diseases affecting the common fruits.

4. **Farm Management.**—This work deals with such subjects as choosing, equipping and operating a farm, types of farming, planning rotations, cost of production, successful marketing, rental systems, farm labor, records and accounts.

5. **Vegetable Growing.**—A general survey of the vegetable growing industry is made, involving a study of the elementary principles of crop production, and the application of these principles to the management of small holdings. A study is made of the varieties and management of vegetable crops, garden rotations, companion and succession cropping, care and making of hot beds and cold frames, with special emphasis on the Framer's Home Garden. Laboratory work consists of actual gardening.

6. **Field Crops.**—Characteristics, adaptations, culture and uses of the most important grain and forage crops are considered. (1) **Grain Crops.**—A careful study is made of the leading grain crops including laboratory work in judging, germinating, grading and kindred topics; (2) **Forage Crops.**—Forage crops are studied during the last half of the course. Laboratory work in the clovers, grasses, and other important crops is given special attention.

7. **Dairying.**—A brief survey of the field of dairying and its relation to Indiana Agriculture is made. Types and breeds of dairy cattle are studied. The secretion, composition and properties of milk, the influence of breed, period of lactation, age, feed and care of cows on quality and quantity of milk, the Babcock test, lactometer, methods of creaming, the farm separator, milk fermentation, care of milk, making of butter and cheese on the farm and other related topics are presented. Practical application of the principles presented in class-room is demonstrated amply in the laboratory.

### SPECIAL METHODS.

#### Biology.

COURSE 1. **The Teaching of Biology in the High School.** The methods, material and purpose of teaching Biology in the high school are studied. Special attention is paid to the collection, selection and preparation of materials used in this work.

Two Hours.

COURSE 2. **The Teaching of Biology in the Grades.**—Methods, materials and purpose of teaching Biology in the grades are studied. Collections, mounts, etc. are made.

Two hours.

#### Agriculture.

COURSE 1. **Teaching of Agriculture in the High School.**—An attempt is made in this course to determine the purpose, materials and methods of teaching Agriculture in the high school.

Two hours.

COURSE 2. **Teaching of Agriculture in the Grades.**—The purpose, materials, and methods of presenting Agriculture in the grades are the aims.

Two hours.



## LIBRARY AND LIBRARY SCIENCE

ARTHUR CUNNINGHAM, Librarian and Professor.

RUTH TOBEY, Assistant Librarian and Professor.

ANNE C. KEATING, Assistant Librarian and Cataloguer.

EDNA BROWN, Reference and Periodical Librarian.

LUCILE VIEHE, Circulation and Children's Librarian.

E. RUTH JONES, Reference and Documentary Librarian.

PAUL ADDISON, Spring and Summer Assistant.

CHARLES SMITH, Spring and Summer Assistant.

Probably no school in the state is better equipped with library facilities of the most modern type, and the aim is not only to make efficient use of the opportunities here presented, but also to assist the public schools in the development and use of libraries. This has led to the introduction of courses of instruction in library science.

Beginning in the fall term three elective courses will be offered by this department, to which all students of the school are eligible. Course I may be taken as one of the so-called "Unprepared subjects" requiring four hours per week, without special preparations for recitations, and is designed to meet the needs of all who wish to save their time and energy in finding references and in making intelligent and systematic use of books and libraries. In many schools and colleges this is required work, and should be taken, if possible, upon entering the school. Courses 2 and 3 are designed for the professional preparation of school librarians and part-time librarians, who are now in demand in the building up of high school and other libraries. Four hours weekly and the usual time in preparation are required in each of these courses. Courses 1 and 2 may be taken together, but Courses 2 and 3 must be taken in sequence.

1. **Library Methods.**—Instruction and practice in the use of catalogues, indexes, pictures and general reference books. The Decimal Classification will be studied from the reader's point of view. Practice in the preparation of lists of books and references on special subjects. This course is well supplemented in other departments by courses on Children's Literature and Story Telling.

Elementary instruction in the use of books and libraries will also be given by the Department of Library Science to the children of the Normal Training School.

2 and 3. **Library Organization and Management.**—Study and practice in the selection and ordering of books, accessioning, classifying, cataloguing, preparation of books for the shelves, loaning, invoicing, binding and repair work.

### PHYSICAL EDUCATION (MEN)

———, Professor.

This department is organized with the following aims in mind:

(1) The desire to inculcate and promulgate correct habits of hygienic living; moral, physical and mental control, and a correct and dignified bearing.

(2) To give an intelligent and comprehensive conception of physical education in all of its phases.

(3) To provide healthful recreation.

(4) To give practical material for daily use in the schools.

Students are advised to enroll in this department when they first enter the school. The work should be taken the first and the second years unless there be excellent reasons for postponing it.

A physical examination is given each term.

**COURSE 1. Calisthenics, Tactics and Gymnastic Games.**—Required of all men. Each quarter.

**COURSE 2.** Continuation of Course 1.—Simple apparatus work added. Winter and Summer.

**COURSE 3. Physical Education for the Graded and Rural Schools.**—Discussion and practice. Bulletin 36 of the State Department of Public Instruction will form the bases for the work given. Fall and Spring.

**COURSE 4. Boy Scout Work.**.. 2 hours. Fall and Spring.

**COURSE 5. Gymnastic Anatomy and First Aid.**—2 hours. Course treats primarily with treatment of injuries likely to occur in the school, gymnasium, on the playground and athletic field. Fall and Summer.

**COURSE 6. Playground Work and Games.** Spring.

**COURSE 7A. High School Athletics.**—Training and Basket Ball.—Discussion and practice. Spring and Summer.

**COURSE 7B. High School Athletics (cont.)**—Base Ball, Track and Mass Athletics. 2 hours. Summer.



COURSE 7C. **High School Athletics (cont.)**—Football, Theory and Practice. Spring.

COURSE 9. **Swimming.**—A fee of \$2 will be charged to pay for two months' membership in the city Y. M. C. A. Open only to men who can not swim. Summer.

COURSE 10. **Boxing and Wrestling.**—2 hours. Fall.

Courses 12 to 17 are credits for participation in Seasonable Sports as follows:

COURSE 12. **Football.**

COURSE 13. **Base Ball.**

COURSE 14. **Basket Ball.**

COURSE 15. **Track.**

COURSE 16. **Tennis.**

COURSE 17. **Summer League Base Ball.**

COURSE 19. **History and Theory of Physical Education.**—Discussion and Practice. Planned primarily for students taking the Two Year Supervision Course. Spring.

(NOTE): Students who wish to specialize in this work will be interested in the Supervisors Course in Physical Education explained on another page in this bulletin.

## PHYSICAL EDUCATION (WOMEN)

LILLIAN SANGER, Professor.

This department is organized with the following aims in mind:

(1) The desire to inculcate and promulgate correct habits of hygienic living; moral, physical and mental control, and a correct and dignified bearing.

(2) To give an intelligent and comprehensive conception of physical education in all of its phases.

(3) To provide healthful recreation.

(4) To give practical material for daily use in the schools.

Students are advised to enroll in this department when they first enter the school. The work should be taken the first and second years unless there be excellent reasons for postponing it.

A physical examination is given each term.

COURSE 1. **Elementary Physical Training, Games and Simple Folk Dances.**—There will be lectures on personal hygiene and

first aid. The aims of this course are two-fold. First, for the students to gain a knowledge of personal hygiene so that they can promulgate habits of health which lead to efficiency; second, for the students' physical development and correction of postural defects. Required. Each quarter.

**COURSE 2.** A continuation of Course 1.—This course includes drills in dumbbells, wands and clubs—apparatus and track work. Prerequisite Course 1. Fall and Spring.

**COURSE 3. Physical Education for the Graded and Rural Schools.**—Bulletin 36 of the Department of Public Instruction, Indiana, will be the basis of this course. Story plays, graded games and simple folk dances included. Fall and Summer.

**COURSE 4. Folk Dancing 2.**—Folk Dances of many lands ranging in difficulty. Some aesthetic dancing, including solo and couple dances. Prerequisite Course 1. Winter quarter.

**COURSE 5. Playground Work.**—To meet the needs of rural and grade teachers and those particularly interested in the playground movement. This course includes lectures on organization and management of a playground; demonstrations and practice of games and athletics; the study and making of type programs, posters, etc.—discussions of stories and festivals suitable to playground conditions; practice teaching and observation on city playgrounds. Spring and Summer.

**COURSE 6. Outdoor and Indoor Seasonable Sports and Athletics.**—Basketball, Indoor Baseball, Tennis, Volley Ball, Swimming. Each quarter.

**COURSE 7.**—A combination course combining Theory of Girls' Athletics and High School Physical Education. For students who wish to coach high school athletics or those who wish to make physical education their minor. Prerequisite Course 1. Four hour course. Winter and Summer.

(NOTE: Each girl should provide herself with a gymnasium suit which consists of a pair of plaited black bloomers, white middies, white tennis or gymnasium slippers; also, she should have a short, full, dark skirt (shoe top length) for hiking and outdoor sports.)

Students who wish to specialize in this work will be interested in the Supervisor's Course in Physical Education explained on another page of this department.















